

H. 1083, R. M.  
194

Follow up study of 100 males who spent some time in  
the special classes in the public schools of Boston, Mass.

**FOR REFERENCE**

Do Not Take From This Room

00000



BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Ed.

LIBRARY

The Gift of Roberta Meade Kellogg  
Thesis  
Kellogg, R.M.  
1941

*stored*

**FOR REFERENCE**

Do Not Take From This Room



Ed  
In  
Kellogg R.M.  
1941

Boston University  
School of Education

Thesis

A Follow-Up Study of  
One Hundred Males Who Spent  
Some Time in the Special  
Classes in the Public Schools  
of Newton, Massachusetts

by

Roberta Meade Kellogg  
( B.S. in Ed. B.U. 1938 )

submitted in partial fulfillment of the  
requirements for the degree of  
Master in Education

1 9 4 1

Boston University  
School of Education  
Library

✓


Gift of R. M. Kollogis  
School of Education  
June 11, 1941  
21368

Approved by

First Reader Helen Blair Sullivan, Assistant Professor of Education

Second Reader Howard L. Kingsley, Professor of Education

Third Reader J. Wendell Yeo, Assistant Professor of Education



Digitized by the Internet Archive  
in 2015

<https://archive.org/details/followupstudyof00kell>

The writer expresses sincere  
appreciation to  
Helen Blair Sullivan  
for her guidance and help in  
preparing this thesis.

THE UNIVERSITY OF CHICAGO  
LIBRARY  
540 EAST 57TH STREET  
CHICAGO, ILL. 60637  
TEL. 733-7321

## TABLE OF CONTENTS

	Page
Acknowledgements . . . . .	i
Table of Contents . . . . .	ii
Index to Tables . . . . .	iii
Chapter I-Purpose and Need of the Study. . .	1
Chapter II-Previous Follow-Up Studies of Subnormal Individuals . . . . .	12
Chapter III-Procedure of Survey . . . . .	44
Chapter IV-Findings-Social, Educational, and Vocational . . . . .	50
Chapter V-Discussion of Survey Data . . . . .	67
Chapter VI-Summary and Recommendations . . .	75
Chapter VII-Conclusions . . . . .	87
 Bibliography . . . . .	 90
Appendix . . . . .	95
Record of Special Class Pupil	
Post School Record Card	

# TABLE OF CONTENTS

1	.....	1
2	.....	2
3	.....	3
4	.....	4
5	.....	5
6	.....	6
7	.....	7
8	.....	8
9	.....	9
10	.....	10
11	.....	11
12	.....	12
13	.....	13
14	.....	14
15	.....	15
16	.....	16
17	.....	17
18	.....	18
19	.....	19
20	.....	20
21	.....	21
22	.....	22
23	.....	23
24	.....	24
25	.....	25
26	.....	26
27	.....	27
28	.....	28
29	.....	29
30	.....	30
31	.....	31
32	.....	32
33	.....	33
34	.....	34
35	.....	35
36	.....	36
37	.....	37
38	.....	38
39	.....	39
40	.....	40
41	.....	41
42	.....	42
43	.....	43
44	.....	44
45	.....	45
46	.....	46
47	.....	47
48	.....	48
49	.....	49
50	.....	50
51	.....	51
52	.....	52
53	.....	53
54	.....	54
55	.....	55
56	.....	56
57	.....	57
58	.....	58
59	.....	59
60	.....	60
61	.....	61
62	.....	62
63	.....	63
64	.....	64
65	.....	65
66	.....	66
67	.....	67
68	.....	68
69	.....	69
70	.....	70
71	.....	71
72	.....	72
73	.....	73
74	.....	74
75	.....	75
76	.....	76
77	.....	77
78	.....	78
79	.....	79
80	.....	80
81	.....	81
82	.....	82
83	.....	83
84	.....	84
85	.....	85
86	.....	86
87	.....	87
88	.....	88
89	.....	89
90	.....	90
91	.....	91
92	.....	92
93	.....	93
94	.....	94
95	.....	95
96	.....	96
97	.....	97
98	.....	98
99	.....	99
100	.....	100

# INDEX OF TABLES

	Page
Table I. Nationality Descent . . . . .	50
Table II.(a) Age Distribution . . . . .	51
Table II.(b) Detailed Chart of Age Range. . . . .	51
Table III.Marriage Statistics . . . . .	53
Table IV. Intelligence Quotients of the Group . .	53
Table V. Distribution of Intelligence Quotients.	54
Table VI. Grades Finished in the Elementary Schools . . . . .	54
Table VII.Number of Boys Attending School Beyond the Special Classes . . . . .	55
Table VIII.Record of Trade School Attendance. . .	56
Table IX. Record of High School Group . . . . .	56
Table X. Age Range at Leaving School . . . . .	56
Table XI. Years Spent in Special Classes. . . . .	57
Table XII.Present Findings on Employable Group Consisting of Eighty-seven . . . . .	58
Table XIII. Record of the Eighty-seven Employable Individuals Who Had or Had Not Worked Since Leaving School . . . . .	58
Table XIV. Thirteen Young Men Not Employed But Otherwise Committed . . . . .	60
Table XV. Types of Work Entered . . . . .	61
Table XVI. Number of Persons Employed in Full Time Work and Kinds of Work Being Done	62

# Index

1	.....	1
2	.....	2
3	.....	3
4	.....	4
5	.....	5
6	.....	6
7	.....	7
8	.....	8
9	.....	9
10	.....	10
11	.....	11
12	.....	12
13	.....	13
14	.....	14
15	.....	15
16	.....	16
17	.....	17
18	.....	18
19	.....	19
20	.....	20
21	.....	21
22	.....	22
23	.....	23
24	.....	24
25	.....	25
26	.....	26
27	.....	27
28	.....	28
29	.....	29
30	.....	30
31	.....	31
32	.....	32
33	.....	33
34	.....	34
35	.....	35
36	.....	36
37	.....	37
38	.....	38
39	.....	39
40	.....	40
41	.....	41
42	.....	42
43	.....	43
44	.....	44
45	.....	45
46	.....	46
47	.....	47
48	.....	48
49	.....	49
50	.....	50
51	.....	51
52	.....	52
53	.....	53
54	.....	54
55	.....	55
56	.....	56
57	.....	57
58	.....	58
59	.....	59
60	.....	60
61	.....	61
62	.....	62
63	.....	63
64	.....	64
65	.....	65
66	.....	66
67	.....	67
68	.....	68
69	.....	69
70	.....	70
71	.....	71
72	.....	72
73	.....	73
74	.....	74
75	.....	75
76	.....	76
77	.....	77
78	.....	78
79	.....	79
80	.....	80
81	.....	81
82	.....	82
83	.....	83
84	.....	84
85	.....	85
86	.....	86
87	.....	87
88	.....	88
89	.....	89
90	.....	90
91	.....	91
92	.....	92
93	.....	93
94	.....	94
95	.....	95
96	.....	96
97	.....	97
98	.....	98
99	.....	99
100	.....	100

# INDEX OF TABLES (continued)

	Page
Table XVII.    Distribution of Intelligence Quotients of Those Employed Full Time . . . . .	63
Table XVIII.   Types of Employment and the Intelligence Quotients of Those Who Hold Those Jobs . . . . .	63
Table XIX.     Employment Situation of These Individuals in Correlation With Their Intelligence Quotients. . . . .	64
Table XX.      Summary of Correlation of Employment and Intelligence . . . . .	66
Table XXI.     Court Records . . . . .	66

# CONTENTS

1	Introduction	1
2	1.1. The purpose of the study	2
3	1.2. The scope of the study	3
4	1.3. The methodology of the study	4
5	1.4. The organization of the study	5
6	2. Literature review	6
7	2.1. The concept of the study	7
8	2.2. The concept of the study	8
9	2.3. The concept of the study	9
10	2.4. The concept of the study	10
11	2.5. The concept of the study	11
12	2.6. The concept of the study	12
13	2.7. The concept of the study	13
14	2.8. The concept of the study	14
15	2.9. The concept of the study	15
16	2.10. The concept of the study	16
17	2.11. The concept of the study	17
18	2.12. The concept of the study	18
19	2.13. The concept of the study	19
20	2.14. The concept of the study	20
21	2.15. The concept of the study	21
22	2.16. The concept of the study	22
23	2.17. The concept of the study	23
24	2.18. The concept of the study	24
25	2.19. The concept of the study	25
26	2.20. The concept of the study	26
27	2.21. The concept of the study	27
28	2.22. The concept of the study	28
29	2.23. The concept of the study	29
30	2.24. The concept of the study	30
31	2.25. The concept of the study	31
32	2.26. The concept of the study	32
33	2.27. The concept of the study	33
34	2.28. The concept of the study	34
35	2.29. The concept of the study	35
36	2.30. The concept of the study	36
37	2.31. The concept of the study	37
38	2.32. The concept of the study	38
39	2.33. The concept of the study	39
40	2.34. The concept of the study	40
41	2.35. The concept of the study	41
42	2.36. The concept of the study	42
43	2.37. The concept of the study	43
44	2.38. The concept of the study	44
45	2.39. The concept of the study	45
46	2.40. The concept of the study	46
47	2.41. The concept of the study	47
48	2.42. The concept of the study	48
49	2.43. The concept of the study	49
50	2.44. The concept of the study	50
51	2.45. The concept of the study	51
52	2.46. The concept of the study	52
53	2.47. The concept of the study	53
54	2.48. The concept of the study	54
55	2.49. The concept of the study	55
56	2.50. The concept of the study	56
57	2.51. The concept of the study	57
58	2.52. The concept of the study	58
59	2.53. The concept of the study	59
60	2.54. The concept of the study	60
61	2.55. The concept of the study	61
62	2.56. The concept of the study	62
63	2.57. The concept of the study	63
64	2.58. The concept of the study	64
65	2.59. The concept of the study	65
66	2.60. The concept of the study	66
67	2.61. The concept of the study	67
68	2.62. The concept of the study	68
69	2.63. The concept of the study	69
70	2.64. The concept of the study	70
71	2.65. The concept of the study	71
72	2.66. The concept of the study	72
73	2.67. The concept of the study	73
74	2.68. The concept of the study	74
75	2.69. The concept of the study	75
76	2.70. The concept of the study	76
77	2.71. The concept of the study	77
78	2.72. The concept of the study	78
79	2.73. The concept of the study	79
80	2.74. The concept of the study	80
81	2.75. The concept of the study	81
82	2.76. The concept of the study	82
83	2.77. The concept of the study	83
84	2.78. The concept of the study	84
85	2.79. The concept of the study	85
86	2.80. The concept of the study	86
87	2.81. The concept of the study	87
88	2.82. The concept of the study	88
89	2.83. The concept of the study	89
90	2.84. The concept of the study	90
91	2.85. The concept of the study	91
92	2.86. The concept of the study	92
93	2.87. The concept of the study	93
94	2.88. The concept of the study	94
95	2.89. The concept of the study	95
96	2.90. The concept of the study	96
97	2.91. The concept of the study	97
98	2.92. The concept of the study	98
99	2.93. The concept of the study	99
100	2.94. The concept of the study	100
101	2.95. The concept of the study	101
102	2.96. The concept of the study	102
103	2.97. The concept of the study	103
104	2.98. The concept of the study	104
105	2.99. The concept of the study	105
106	2.100. The concept of the study	106

## CHAPTER I

### Purpose and Need of the Study

The purpose of this follow-up study of one hundred males, who have spent some time in the Special Classes in the public schools of Newton, Massachusetts, is to endeavor to find out what social, economic, and personal adjustments have been made, and to use this study as a basis to determine what further educational and vocational training might be set up which will better meet the needs of these individuals by giving more training in health, citizenship, academic subjects, and the industrial arts.

The need of this study is the same need which all educational practices must meet- that of evaluation. Through a study of the findings we should be better able to measure our accomplishments, to make necessary curricular changes, to broaden our aims, and to send forth a more capable citizen into the community.

It is this challenge which has inspired me to search out the one hundred young men about whom this study was made.

The problem is divided into four parts:

- I. What are these one hundred persons doing now, vocationally ?

THE HISTORY OF THE  
CITY OF BOSTON

From its first settlement by the English in 1630 to the present time. The city has grown from a small fishing village to one of the largest and most important in the world. It has been the seat of many of the most important events in American history, and it has produced many of the most famous men of the country. The city has also been the center of many of the most important movements in American history, and it has been the home of many of the most important institutions of the country. The city has a rich and varied history, and it is one of the most interesting and important cities in the world.

The city of Boston is one of the most important cities in the world. It has a rich and varied history, and it is one of the most interesting and important cities in the world. The city has been the seat of many of the most important events in American history, and it has produced many of the most famous men of the country. The city has also been the center of many of the most important movements in American history, and it has been the home of many of the most important institutions of the country.

- II. What is their present social and economic standard ?
- III. What evidences are there of further need of guidance through the Department of Education?
- IV. What definite steps could the Department of Education take to help raise standard II and prepare for question I ?

There is a need to determine what, if any, vocational attainment can be attributed to the education given these young men. The Special Class does not function primarily as a vocational training school, nor does it attain the usefulness of a placement bureau.

The purpose and the function of Special Class education is defined in Chapter 71, Section 46, General Laws as amended by Statutes, 1922, Chapter 231.

"The school committee of every town shall annually ascertain, under regulations prescribed by the department and the commissioner of mental diseases, the number of children three years or more retarded in mental development in attendance upon its public schools, or of school age and resident therein. At the beginning of each school year, the committee of every town where there are ten or more such children shall establish special classes for their instruction according to their mental attainments, under regulations prescribed by the department. No child under the control of the department of public welfare or of the child welfare division of the institutions department of the city of Boston who is three years or more retarded in mental development within the meaning of this section, shall, after complaint made by the school committee to the department of public welfare or said division, be placed in a town which is not required to maintain a special class as provided for in this section."

...the ... ..

... ..

... ..

... ..

... ..

... ..

... ..

"1. The school committee shall require the examination of all children of school age residing in the town who appear to be three years or more retarded in mental development. The examination shall be given by the State Department of Mental Diseases or by an examiner approved by that Department.

2. All children of school age found to be three years or more mentally retarded, by examination as herein provided, shall be assigned to a special class unless instruction approved by the Department of Education is provided. No child shall be placed in a special class unless the examination shows him to be three or more years retarded in mental development, except such cases as are approved by the Department.

3. A re-examination of all special class pupils shall be made by the examiner at least every two years. Unusual cases shall be examined yearly.

4. The school committee shall require the attendance of all pupils assigned to special classes.

5. The registration at any one time in a class shall not exceed eighteen pupils.

6. Only those children whose mental age is such that they can profit by instruction in a special class and whose presence is not detrimental to other members of the class,

...and the ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

... ..  
 ... ..  
 ... ..  
 ... ..

shall be admitted. Except in unusual cases, children with a mental age below five shall not be admitted.

7. At least two hours per day of some form of handwork, such as is suggested in the following course of study, shall be given to all pupils.

8. Teachers of special classes shall have access to records of examination, which shall be held by them to be strictly confidential." 1/

In Bulletin 224 of the Department of Education under the suggestions listed for "Manual Arts" is this aim:

"To acquire knowledge of the boy so that he may be guided into the world of industry with a reasonable degree of safety and success." 1/

This implies both vocational training and vocational guidance. It is an evaluation of this aim that I undertake in this study of these one hundred young men. Only through such a survey can we ascertain our success or failure in our work.

---

1/ Manual for Special Classes. Commonwealth of Massachusetts, Department of Education. Pp.3-4, 1932, no.2; whole of Number 244.



Possibly, our work ceases when the boy reaches sixteen, seventeen, or eighteen years of age, and leaves school. Perhaps we are letting him leave us when he most needs guidance and further education. Perhaps we should turn him and his accumulative record over to some other department where he will receive social and educational and vocational guidance which would be of more value to him.

The need for this study is evidenced by the lack of much available material on which to help us to base our judgments. Or, if such studies have been made in any great number, they are inaccessible, and known to few people.

Such studies as this will serve as an evaluation of our work in educating the mentally retarded. There is always a great danger of educational pursuits becoming stereotyped. At their inception, they are based on ideas and ideals. There must be a great deal of research and follow-up work to see that our methods and practices will culminate in the concrete evidence that we have used the correct methods to attain our goals. Moreover, our goals change as our civilization progresses. The happy child is a goal of education, but the worthy citizen is the ultimate purpose we wish to achieve. To keep mentally retarded children happy for twelve years of school life is only one aim in our education. We know that if we send them out of our schools incompetent, insecure,



unsocial, and untrained to make the very most of their abilities, we have failed utterly, although they may have been happy with us.

Newton has a program of education for her mentally retarded children. Its functions and aims are set forth in a bulletin prepared by Annis M. Sturgis, Psychologist and Advisor for Special Education, through the Department of Research and Guidance.

"The function of the special classes is to educate those children who, because of limited ability to deal with ideas, can gain but little in the regular graded classes as now organized and administered.

The education of these children should be in keeping with their abilities, limitations, and interests. Few of them are so limited that they cannot profit from the right kind of instruction which will be of most help to these handicapped pupils during their school life and in their later occupational life." 2/

The specific objectives for Newton's special classes are as follows:

- a. An education which will meet the capacities, limitations, and interests of each child.  
This involves finding types of academic and industrial work in which the pupil can get the satisfaction which comes from success because achievement in this work is within his power.
- b. Education in keeping physically well and fit.  
All life work requires physical fitness. Habits of cleanliness and personal hygiene are taught, and practical use in forming these habits.

The first of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The second of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The third of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The fourth of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The fifth of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The sixth of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

The seventh of these is the fact that the present system of taxation is not only unfair but also inefficient. It is unfair because it places a heavy burden on the shoulders of the poor and the middle class, while the rich escape payment of any tax at all. It is inefficient because it does not encourage the production of goods and services, and it does not encourage the saving of money.

- c. Training in desirable habits, such as:  
(1) common courtesy; (2) obedience; (3) doing small tasks well; (4) 'stick-to-it-iveness'; (5) loyalty; (6) cooperation.
- d. Education in learning how to participate in social experiences. This involves (1) training in the habit of living and working with others in a friendly, cooperative manner; and (2) the development of proper attitudes toward work and toward other people.
- e. Emphasis on the teaching of simple reading skills. These pupils develop slowly and their reading power oftentimes develops late. They need to read signs, simple directions, and captions under pictures. For their leisure time activities, they need to acquire an interest in general reading, and as many reading skills as they can.
- f. Education in the use of leisure time in a way that is socially acceptable and can give satisfaction to these pupils. This involves the teaching of handicrafts of various kinds which will lead to the profitable and pleasant use of leisure time.
- g. Education which will enable each pupil to be a useful, contented citizen; to be self-respecting because he has been trained to do some things well; to have confidence in undertaking new tasks; to have habits of persistency; to be able and willing to take directions from and to follow a good leader." 2/

Into these special classes come children of poor intellectual development. The children in these classes are two to five per cent of the entire school population. They are referred to the school psychologist by the principal, after the teacher or the parent has referred the child



to him. The following seven points are taken into consideration before the child is placed in a special class.

- "1. Child's chronological age.
2. His mental level of learning ability.
3. His general physical condition, especially his hearing and vision.
4. His background of opportunity for acquiring information.
5. His school progress or grade level.
6. Personal characteristics, especially his emotional control and interests.
7. Aptitude in dealing with things!" 2/

The organization of Newton's special classes consists of classes made up as nearly as possible of homogeneous grouping as to chronological and mental ages. The younger children are in mixed groups. The adolescent groups are separated according to sex. The groups are so organized that there is an element of promotion, or perhaps it might better be called- progression to the next older group. Although the adolescent classes are located in elementary schools, they are nevertheless regarded as junior high groups, running on the same hours of opening and closing as the junior high schools. When the boys reach the age of fourteen or fifteen, they are permitted to take the series of tests which

---

2/ Sturgis, Annis, M.      Special Classes in Newton. 1937.

- 1. The first part of the report deals with the general situation of the country.
- 2. The second part deals with the economic situation.
- 3. The third part deals with the social situation.
- 4. The fourth part deals with the political situation.
- 5. The fifth part deals with the cultural situation.
- 6. The sixth part deals with the environmental situation.
- 7. The seventh part deals with the international situation.
- 8. The eighth part deals with the future prospects.
- 9. The ninth part deals with the conclusions.
- 10. The tenth part deals with the annexes.

The first part of the report deals with the general situation of the country. It provides a comprehensive overview of the country's history, geography, and population. It also discusses the country's political system and its relationship with other countries in the region.

The second part of the report deals with the economic situation. It discusses the country's main industries, its trade relations, and its economic growth. It also provides a detailed analysis of the country's financial system and its monetary policy.

The third part of the report deals with the social situation. It discusses the country's education system, its healthcare system, and its social services. It also provides a detailed analysis of the country's social structure and its social problems.

The fourth part of the report deals with the political situation. It discusses the country's political system, its government, and its political parties. It also provides a detailed analysis of the country's political process and its political stability.

The fifth part of the report deals with the cultural situation. It discusses the country's culture, its arts, and its sports. It also provides a detailed analysis of the country's cultural heritage and its cultural development.

The sixth part of the report deals with the environmental situation. It discusses the country's natural resources, its environment, and its environmental problems. It also provides a detailed analysis of the country's environmental policy and its environmental management.

The seventh part of the report deals with the international situation. It discusses the country's international relations, its foreign policy, and its international organizations. It also provides a detailed analysis of the country's international position and its international influence.

The eighth part of the report deals with the future prospects. It discusses the country's future development, its future challenges, and its future opportunities. It also provides a detailed analysis of the country's future prospects and its future potential.

The ninth part of the report deals with the conclusions. It summarizes the main findings of the report and provides a final assessment of the country's situation. It also provides a detailed analysis of the country's future prospects and its future potential.

The tenth part of the report deals with the annexes. It provides a detailed analysis of the country's future prospects and its future potential. It also provides a detailed analysis of the country's future prospects and its future potential.

provide for entrance into the general trade school. If a boy's work proves satisfactory in the general trade school, he may enter the senior trade school, specialize in one trade, and receive a diploma. This is especially valuable for those boys with the higher I. Q.'s, (75-82) who have failed to adjust well in the elementary program, and after a few years of training in the special classes, show definite aptitudes and work habits which they may develop by the more specialized and specific training offered in the trade schools. The girls of high school age enter a special group in the high school.

Each individual is given as much academic work as he can profit by. As pupils are better able to work with concrete material than with abstract, at least 50 per cent of the time is devoted to manual activities, and to the development of manual skills. There is an effort to correlate all the handwork with the skills being learned in reading, writing, arithmetic, and spelling. Manual activities for older boys consist of woodwork, metal work, seating of chairs, and repairing furniture. The girls learn to sew, to cook, and to make various articles such as : bags, rugs, collars, and table mats.

The outcomes of the special classes of Newton are found in the bulletin and are quoted here as follows :



"An outcome which perhaps ought to be stated as of first importance is the change in personality of these children brought about by the overcoming of their emotional handicaps which were due in great measure to the undeserved stigma or taunt of inferiority which they have felt in the competition in the regular grades.

A second outcome is the prevention of delinquency.

A third outcome is that of becoming a citizen who is able to support himself, either partially or completely. Under suitable training, these pupils acquire traits and habits which are common to all people who make useful places for themselves in the community. They develop care in personal appearance, a pleasant manner, and the ability to get along with other people. The majority build up well-ordered habits of industry, perseverance, and willingness to work. These make for satisfying success in some field of partial, if not complete self-support." 2/

There is need for the continual revision of courses and curricula for the special classes, as new needs and theories are evidenced.

While there are some follow-up studies available for consultation which would be of benefit to one studying this material, nevertheless, the greatest possible value that can come from the study is to the community itself, to the supervisor of special education, to the teachers of special classes, and to all social agencies. Other studies are of value as a means of comparison and correlation. Only when we study the outcomes of our own educational program and interpret the results as a means of measurement on which to base changes in curricula and in methods, does a follow-up study reach its maximum value.



The purpose of this study is to find what one hundred young men of low mentality who spent some time in the Newton public schools as members in special classes are doing now.

1. What is their vocational adjustment ?
2. Is there any evidence which would prove that further vocational training would be valuable for these young men ?
3. Are there evidences of a need for vocational or social guidance ?

The need of this study is to evaluate what we are doing in these special classes when measured in terms of the citizens these boys become. It is a study which every community needs, not as a piece of work done once, but as a continual progress chart of our own accomplishments, and as a means of so changing and bettering our program of education for mental defectives that we can send them forth into a world equipped with certain habits, attitudes, and abilities which make them an asset to our democracy.

1. The first of these is the fact that the system is not self-sufficient. It is necessary to import a large quantity of raw materials and to export a large quantity of finished goods. This is a disadvantage of the system.
2. The second of these is the fact that the system is not very flexible. It is difficult to change the system in order to meet changing conditions. This is a disadvantage of the system.
3. The third of these is the fact that the system is not very efficient. It is possible to produce goods more cheaply and more quickly than in the system. This is a disadvantage of the system.

It is clear that the system has many disadvantages. It is not self-sufficient, it is not very flexible, and it is not very efficient. It is therefore a disadvantage of the system. It is not possible to produce goods more cheaply and more quickly than in the system. This is a disadvantage of the system.

It is also clear that the system has many advantages. It is possible to produce goods more cheaply and more quickly than in the system. This is an advantage of the system. It is also possible to produce goods more cheaply and more quickly than in the system. This is an advantage of the system.

It is therefore clear that the system has many advantages and many disadvantages. It is therefore a disadvantage of the system. It is not possible to produce goods more cheaply and more quickly than in the system. This is a disadvantage of the system.

## CHAPTER II

### Previous Follow-up Studies of Subnormal Individuals.

One of the most comprehensive studies carried on to find out the employment standing of mentally deficient boys and girls is that put out by the United States Department of Labor, Children's Bureau; compiled by Alice Channing, and published in 1932. 3/

Nine hundred and forty-nine boys and girls were studied, six hundred and three boys, and three hundred and forty-six girls. All had been out of school at least three years. These people had formerly attended public schools in Newark, Rochester, N.Y., Detroit, Cincinnati, Los Angeles, San Francisco, and Oakland. Their school training consisted of reading, spelling, arithmetic, and English for academic subjects. Beadwork, clay modeling, basketry, sewing, cooking, weaving, brush making, wood working, printing, cobbling, automobile repairing, millinery, and cabinet work made up the industrial arts taught. 77% had I. Q.'s based on revisions of the Binet-Simons tests of less than 70, which makes the group studied of lower mentality than the Newton group studied. (See Table IV.). 72% of them had spent five years or more in regular school before attending special classes, 75%

3/ Channing, Alice. Employment of mentally deficient boys and girls. U.S. Dept. of Labor, Children's Bureau. U.S. Printing Office, Washington, D.C. , 1932.



entered the classes twelve years old or older; more than 50% had spent less than two years in the classes. Delinquency records showed that special class boys with I. Q.'s of 60 or over were more delinquent than those with I.Q.'s below 60. Because some of the laws regulating school attendance made it permissible for these persons to leave school before they were sixteen, 62% (more boys than girls) left before they were sixteen. One half the boys and two thirds of the girls were working at sixteen. Only 6% of these people had any aid from school teachers, school placement bureaus, employment offices not connected with schools, or social welfare in getting their first jobs. About 35% stated that they received help from friends or relatives in getting employment. Over 50% said that they hunted up their own jobs, with no help. This fact receives comment in the publication. 3/

"Considering the special needs of the subnormal children and the interest taken in their problem by special-class teachers, it is surprising that so few included in the study had had assistance in getting work... The lack of guidance and supervision for mentally deficient children was unfortunate, not only because transition from school to work is difficult for normal children, but also because many of the mentally inferior children entering industry did not have even the protection or supervision, slight though it may be, that the employment-certificate system provides for all employed children who obtain certificates before going to work."

3/ Channing, Alice. Employment of mentally deficient boys and girls. U.S. Dept. of Labor, Children's Bureau. U.S. Printing Office, Washington, D.C. , 1932.



About 90% of these persons had been employed at some time after leaving school, approximately 75% of the boys worked more than one half this possible working period, and 40% claimed that they worked as much as three fourths of the time. Why they were unemployed was answered vaguely and indefinitely. No certain statistics could be compiled from their responses. They also found that the variation of employment figured on the basis of I.Q. was not great. A few more boys with the higher I. Q.'s were employed than were those with I.Q.'s between 50 and 60. Those with lower I.Q.'s made fewer changes in positions than did those of slightly higher intelligence. There is evidence, slight though it is, that delinquency diminishes with the employment of individuals. There was positive correlation between the quality of handwork done in school and employment. Those who had done poor handwork were more likely to report a great deal of unemployment, while those who had done good handwork, reported less unemployment. This seems to be a significant fact in the promotion of teaching many kinds of handwork to develop the maximum of motor coordination and skills and also to give the greatest possible number of motor coordinating experiences.

55% of the boys started work in industrial occupations as semi-skilled factory operatives on machines. 19% were



employed in trade or transportation which included those who were drivers or helpers to drivers. 3% were employed as salesboys, and about 16% were in clerical occupations which consisted of errand and messenger work or as helpers in stock or shipping rooms. Few did farm work, but this was a group living in urban surroundings. 3/

The study does reveal that little preparation is required for the jobs upon which these subnormal people set forth. The employers stated that education beyond the fourth grade was needed for only 5% of the jobs. Only a short time (from a few days to a few weeks) was needed in preparation for these jobs. The habits of work that these children had, helped them more than any specific training in any given occupation. This fact, coupled with the facts brought out regarding employment and success in handwork would again emphasize the need of developing muscular coordination to its very maximum and provide many working experiences to facilitate ease in adjustment to types of work called upon to be executed. The statistics proved that boys with higher intelligence received greater increases in wages than did those of lower mentality.

The study concludes with this recommendation.

---

3/ Channing, Alice. Employment of mentally deficient boys and girls. U.S. Dept. of Labor, Children's Bureau. U.S. Printing Office, Washington, D.C., 1932.



"There is a need for the development of a system of placement and supervision for pupils from placement offices in getting work for which they were fitted or in which any special ability that they might have had could be utilized."3/

In a study made by Myra E. Shinberg and Wally Reichenberg of the Judge Baker Foundation which was published under the title of "The Success and Failure of Subnormal Children in the Community" the positive effect of supervision was brought out by accurately kept records.

Their findings are summed up as follows:

1. One hundred and eighty-nine defective children (one hundred and three boys and eighty-six girls) were studied at the Judge Baker Foundation over a period of five and one half years.
2. The individual's background, taking in his home conditions, heredity, race, and physical make-up seemed to have little relationship to success or failure.
3. There was a positive correlation found between good personality traits and success. There is opportunity here to search out further those assets of character which embody good personality, and to determine how much can be trained, how much is inborn, and how much is already a fixed habit which will probably always

3/ Channing, Alice. Employment of mentally deficient boys and girls. U.S. Dept. of Labor, Children's Bureau. U.S. Printing Office, Washington, D.C. 1932.



resist change or training.

4. One of the outstanding findings was that 66% of those who had good supervision succeeded, and 88% of those who had good supervision and also possessed good personality traits were successful.
5. Findings also brought out that these persons studied entered the unskilled worker group, earning on an average of twelve dollars a week.
6. 68% were self-supporting.
7. Another factor determined was the need of careful individual study. No fixed set of arbitrary methods of procedure to deal with the problem child was used. Each child was handled as an individual, and the program of readjustment built on his special needs, abilities, disabilities, and character. These writers do believe that the individual defective can be so treated that he becomes an asset to the community in which he lives, but that each case must be studied, administered, and supervised carefully and individually. 4/

---

4/ Shinberg, Myra E. and Reichenberg, Wally. The Success and Failure of Subnormal Problem Children in the Community. Mental Hygiene-July, 1933, pp.451-465.



Dr. Ruth E. Fairbanks of Johns Hopkins Hospital published a follow-up study of one hundred and twenty-two subnormal children which she made seventeen years after the first study in 1914. Her study entitled "The Subnormal Child-Seventeen Years After" was published in the April, 1933 issue of Mental Hygiene. 5/

From a district survey made by Dr. Adolf Meyer in 1914, of a section of the city of Baltimore called Locust Point, the results of testing made possible the separation into groups of the children then found attending School No. 76. Of the one thousand, two hundred and eighty-one children included in the study, one hundred and sixty-six were found to be so far below normal as to require special training. Twenty-two of this group showed evidences of pronounced mental deficiency, and had family histories of feeble-mindedness, alcoholism, or immorality. This group of twenty-two were diagnosed in 1914 as having no prospect of becoming self-supporting upon maturity. For seventy-eight of the children the predication was that they would drift along on a very low social level. Sixty-six were believed to have those characteristics which would lead them to become self-supporting, worthy members of society. It was recognized that any future success of this group of individuals

5/ Fairbanks, Ruth E. "The Subnormal Child-Seventeen Years After." Mental Hygiene, April, 1933.



depended upon the attitude of the school and of the community toward them.

The follow-up study on one hundred and twenty-two of those originally studied, made seventeen years later, showed that forty-eight of the seventy-two boys had married, and that forty-eight of the fifty girls had also married. Seventy-five of those married have children, totalling one hundred and seventy-three. There were five cases of illegitimacy, five cases of prostitution, nine divorces, and one separation for the men, and four divorces and three separations for the women.

Ninety-two cases of the one hundred and twenty-two studied have never been registered at any agency for relief or financial aid; eight have gone to the Family Welfare Association in an emergency need; seven for temporary advice or help; five because of domestic difficulties, and four of the married women have been almost continual financial burdens. Six others have reported to the Probation Department of the Supreme Bench, the Prisoner's Aid, the Salvation Army, the Hospital Social Service, or the Catholic Charities, making a total of thirty who have applied to public welfare agencies for guidance and help.

75% of this group were found to be self-supporting, even in 1930, at a time of financial depression. Only five

the same way as the other two, but the first is the only one that is not a

single word.

The first is the only one that is not a single word.

The second is the only one that is not a single word.

The third is the only one that is not a single word.

The fourth is the only one that is not a single word.

The fifth is the only one that is not a single word.

The sixth is the only one that is not a single word.

The seventh is the only one that is not a single word.

The eighth is the only one that is not a single word.

The ninth is the only one that is not a single word.

The tenth is the only one that is not a single word.

The eleventh is the only one that is not a single word.

The twelfth is the only one that is not a single word.

The thirteenth is the only one that is not a single word.

The fourteenth is the only one that is not a single word.

The fifteenth is the only one that is not a single word.

The sixteenth is the only one that is not a single word.

The seventeenth is the only one that is not a single word.

The eighteenth is the only one that is not a single word.

The nineteenth is the only one that is not a single word.

The twentieth is the only one that is not a single word.

The twenty-first is the only one that is not a single word.

The twenty-second is the only one that is not a single word.

of the men had never had a steady job. There was evidence that many of them practiced thrift, as thirty-seven owned their own homes or were paying for them, and nineteen were saving money. Eight had jobs that were superior to the ordinary work that this group of people did. Of the twenty-two persons, who, in 1914, were thought unlikely ever to become self-supporting citizens, seventeen were located. Their work records showed that eight of the men were supporting themselves, four of the women had married men that were economically self-sufficient, and only five were receiving help from either their families or from some welfare bureau. This last statement brings out the fact that we would surely err gravely if we ever branded a person in the elementary schools or special classes as unworthy of further educational efforts, or if we did not make every effort possible to bring out all latent possibilities and to develop all abilities.

The survey showed that only fifteen of the original thirty-four with court records ever appeared in court. Nineteen <sup>or</sup> ~~of~~ over 50% so conducted themselves that they caused the community no further trouble. Except for one sex offense, their offenses were of a minor sort- stealing coal; automobile violations; disorderly conduct, or assault. There were no



evidences of the more vicious crimes such as rape, holdup, or homicide being committed by these persons.

Supervision after leaving school for these persons was carried on through the Bureau of Statistics. Now that their authority to supervise these boys and girls has been extended to eighteen years of age, the bureau is able to do a great deal of guidance and help in accustoming these people to good work habits which will be of great value to them in later life.

By presenting a case study of a youth who lost a good job because of illiteracy, Dr. Fairbanks brings out the need of teaching these pupils all the reading, writing, spelling, and arithmetic by which they can profit. She writes : "This case has confirmed a growing feeling that handwork should not entirely replace the 'three R's', and that we should make every effort to teach the retarded child to read and write, no matter how long a struggle it means.<sup>5/</sup>

One of the most interesting findings that was conducted in this piece of research was the list of the intelligence quotients as found by the Stanford revision of the Binet-Simon scale of sixty-four of the one hundred and seventy-three children of the persons studied. Only three had I.Q.'s

---

<sup>5/</sup> Fairbanks, Ruth E. "The Subnormal Child-Seventeen Years After." Mental Hygiene, April, 1933.



averaging sixty-six; twenty-four had average I.Q.'s of eighty-nine; seven had average I.Q.'s of one hundred and nine, and four showed intelligence quotients averaging one hundred and eighteen. Twenty-six she lists as "problematical" children, having I.Q.'s of about one hundred, but showing other signs of mental dullness in using good judgment or in meeting situations. Dr. Fairbanks believes that the intelligence test alone is unreliable in picking out mentally retarded children.

For a means of contrast, a control group of ninety normal children who were in the survey of 1914 was studied. The findings were as follows:

1. Promiscuity and prostitution occur a little more often in the subnormal cases studied.
2. 10% of the subnormal group are getting partial or total help from the Family Welfare Association, in contrast to none of the normal group.
3. More of the normal men entered into vocations calling for greater education and skill, whereas the subnormals entered the semi-skilled or unskilled group of workers.
4. More of the subnormal group have married, have more children, and more divorces.



5. Living conditions of the normal group are superior to those of the subnormal group, although nearly as many of the latter are self-supporting as the former.
6. More of the subnormal group showed juvenile court records, but upon maturity both groups show about the same number of police records.
7. The normal group had substantially more education than the subnormal group.

Dr. Fairbanks does point out that good community spirit and interest, pride in being a center that is progressive, law-abiding, and respectful, have had their positive effect upon the social attitudes which these children as well as normal children have acquired. As the findings prove, the normal group as a whole does rate superior to the subnormal group, socially and economically. The subnormals have, to a remarkable degree, shown evidences of being good and reliable citizens- thrifty, law-abiding, temperate, and worthy.

The greater number of marriages of the subnormals is probably due to earlier marriages probably due to the fact that many left school at fourteen years of age, and many of the normal persons continued their education through high school and through some college. Much is due to the community outlook, the personality of their teachers, and the after-school guidance.



"Here, in an unusually constructive environment located in the industrial center of a city, we find a group of children with particularly poor endowment and unfavorable outlook developing into men and women who show a somewhat remarkable degree of stability. The lessons they have taught should sink deeply into our group consciousness 5/ reawaken a faith in the responsiveness of human nature."

In April, 1921, Dr. Helen T. Woolley and Hornell Hart issued through the Helen S. Trownstine Foundation a publication entitled "Feeble-minded Ex-School Children" in which they presented findings done in research on a follow-up of special class pupils in the Cincinnati public schools. 6/ The publication was published in 1921, twelve years after the establishment of special classes in that city, and serves as an incomplete, but nevertheless worthy attempt to evaluate in some measure the educational proceedings to which these children had been submitted. They were greatly handicapped in their investigation by inadequate testing records and any form of cumulative record folder to give them a background for the study. Because most of these pupils were allowed to sit two years in each classroom before being transferred to the next grade, and because there were no facilities or departments for the scientific administration of psychometric tests, many of the children were placed in these special classes by teachers only after they became obviously too

5/ Fairbanks, Ruth E. "The Subnormal Child- Seventeen Years After." Mental Hygiene, April, 1933.

6/ Woolley, Dr. Helen T. and Hart, Hornell. "Feeble-minded Ex-School Children". Trownstine Foundation Pub. April, 1921.



large physically for the grade in which they were enrolled, or they became annoying sources of disciplinary troubles. Consequently, they were late in being placed where they could receive the benefits of individual instruction and training. The average time for the entire group in those classes was but one year and a half. The authors feel that at least five years training in special classes is desirable to build the habits, skills, and attitudes necessary for successful living. Of the two hundred and thirty-eight children studied, one half had been in special classes less than a year and a half, and only two fifths were in these schools more than two years. The children with the higher intelligences stayed in these schools about two and one half years, while those of lesser mentality stayed shorter periods of time. In an effort to determine the effect of their education upon these subnormal children, one study was made of the use to which they put their leisure time. Those who read books and magazines had a median I.Q. of seventy-five; those who frequently attended the movies had a median I. Q. of sixty-five, and those who did not attend the movies had a median I. Q. of sixty-five. Of the ninety-nine responding to this question of the use of leisure time, 43.4% said that they did read newspapers; 21.2% read magazines or books; 56.6% attended church. This study was made only of those who were gainfully employed at the time.



For the entire group studied and for those of whom any trace was found about 33% of them have records of delinquencies either prior to placement in special classes, during the stay in school, or subsequent to leaving school. This is a figure that compares with the percentage of delinquents or miscreants found in the one hundred studied in Newton where there were 35% recorded as having committed serious enough offenses to be brought into court.

Although any records of ability to accomplish handwork satisfactorily furnish rather a subjective method of rating, the records did show that those who were gainfully employed, or in the army did much better handwork in school than those who later entered institutions or remained at home unemployed. This was also brought out in the resumé of the study by Alice Channing of the employment of mentally deficient boys and girls in which she found that that those with good marks in handwork had been employed more steadily than those who had done poor work. <sup>3/</sup>

Wooley and Hart interpret this by saying that their natural aptitudes had more to do with their ability to succeed than did their school training. <sup>6/</sup>

---

<sup>3/</sup> Channing, Alice. Employment of mentally deficient boys and girls. U.S. Dept. of Labor, Children's Bureau. U.S. Printing Office, Washington, D.C., 1932.

<sup>6/</sup> Woolley, Dr. Helen T. and Hart, Hornell. "Feebleminded Ex-School Children." Trounstine Foundation Pub. April, 1921.

The first of these is the fact that the...  
- second is the fact that the...  
the third is the fact that the...  
the fourth is the fact that the...  
the fifth is the fact that the...  
the sixth is the fact that the...  
the seventh is the fact that the...  
the eighth is the fact that the...  
the ninth is the fact that the...  
the tenth is the fact that the...

the eleventh is the fact that the...  
the twelfth is the fact that the...  
the thirteenth is the fact that the...  
the fourteenth is the fact that the...  
the fifteenth is the fact that the...  
the sixteenth is the fact that the...  
the seventeenth is the fact that the...  
the eighteenth is the fact that the...  
the nineteenth is the fact that the...  
the twentieth is the fact that the...  
the twenty-first is the fact that the...  
the twenty-second is the fact that the...  
the twenty-third is the fact that the...  
the twenty-fourth is the fact that the...  
the twenty-fifth is the fact that the...  
the twenty-sixth is the fact that the...  
the twenty-seventh is the fact that the...  
the twenty-eighth is the fact that the...  
the twenty-ninth is the fact that the...  
the thirtieth is the fact that the...

the thirty-first is the fact that the...  
the thirty-second is the fact that the...  
the thirty-third is the fact that the...  
the thirty-fourth is the fact that the...  
the thirty-fifth is the fact that the...  
the thirty-sixth is the fact that the...  
the thirty-seventh is the fact that the...  
the thirty-eighth is the fact that the...  
the thirty-ninth is the fact that the...  
the fortieth is the fact that the...  
the forty-first is the fact that the...  
the forty-second is the fact that the...  
the forty-third is the fact that the...  
the forty-fourth is the fact that the...  
the forty-fifth is the fact that the...  
the forty-sixth is the fact that the...  
the forty-seventh is the fact that the...  
the forty-eighth is the fact that the...  
the forty-ninth is the fact that the...  
the fiftieth is the fact that the...

Probably in the cases which they have consulted and cited such would prove true inasmuch as they received less than two years of training in special classes. However we must be most careful not to interpret such data generally and consider it a blanket statement. If the opportunity to use it was available, doubtless natural aptitude in any line would lead to vocational success. Muscular coordination can be trained and with thorough, persistent, and careful repetitive teaching, much can be accomplished in increasing manual dexterity, muscular control, thoroughness of work, and a high degree of satisfactory output.

The most valuable part of the Woolley and Hart study is found in the summary in which they make an effort to look into the future from the pinnacle of their findings and make suggestions and recommendations wherein the special classes can be of greater value to the subnormal individuals themselves and the community in general. Briefly, their recommendations are :

1. Get them into special classes as early as possible.

"The only hope for them is to train them up to good habits and normal social reactions by beginning as early as possible." 6/

2. Only children who are to some degree educable should have the advantages offered by the special classes.

Children under twelve with I.Q.'s of less than fifty

---

6/ Woolley, Dr. Helen T. and Hart, Hornell. "Feeble-minded Ex-School Children." Trownstine Foundation Pub. April, 1921.



## 2.(continued)

should remain at home unless placed in an institution. Children under twelve with I.Q.'s between fifty and sixty should be placed in a class in the public schools of about twenty-five members with a teacher who need not be specially trained, but who can teach them simple habits of cleanliness, good manners, good behavior, and very simple handwork, who can supervise their recreation, and also teach them team work and how to play together. Simple academic work on their level could be undertaken.

3. Children in the high-grade moron class or borderline cases would enter the well set up special class in groups of fifteen to twenty, to be taught and trained by specially trained teachers with good equipment. Emphasis would be on developing the manual skills to enable them better to enter upon a vocation.
4. There is a need of detailed and accurate records, carefully and fully kept, based on teachers' judgments and tests.
5. Woolley and Hart then desire a social case history, and to obtain this at the earliest possible date. This is undoubtedly of great value.



These recommendations are worthy of note. Although this report was written nineteen years ago, some of the points listed are still undeveloped, yet they have merit, and should be studied with a view toward putting into practice the most worthy points. Segregation of the lower I.Q.'s from the higher might possibly remove some of the stigma that has grown up about these classes. There is much need for further study of the demoralizing effect which those of very low intelligences or the more delinquent youths bring upon the special classes and whether keeping these delinquents in the public schools is the best way to meet their needs or the needs of the group. In our earnest effort to meet the need of the individual, we are apt to impose upon the group a personality which can have but a negative effect upon the behavior of others.

In a follow-up study of special class pupils which was published in *Ungraded*, Volume 5, Number 5 (February, 1920), pages 116-118, and Volume 5, Numbers 6-7 (March-April, 1920), pages 150-154,<sup>7/</sup> Inez Neterer looked up the vocational records of eighty persons who had been in special classes, and found that 50% of them were working for wages. Six of them held positions which required some special skill.

---

<sup>7/</sup> Neterer, Inez. "Follow-up Study of Special Class Pupils."

Ungraded Vol.5, No.5, (February, 1920) pp.116-118.  
 Vol.5, Nos.6-7, (March-April, 1920), pp. 150-154.



One of the most valuable parts of her study was the detailed survey that she made of the reasons why these persons changed jobs so frequently. Thirty-four of the fifty-two had held more than two jobs; eleven had had so many jobs that they were unable to recount them all. This survey was made the year after the close of the World War, so that with its concomitance of too much labor and too little distribution of manufactured goods, allowance must be made for unrest in industrial conditions. By far the greatest number lost their positions because of unsatisfactory conduct.

Next on the list of reasons for changing jobs were:

industrial conditions; temperamentally unsatisfactory; physically unfit; accidents or injuries; health; unsuitable work. The greatest toll of unstable employment would seem to be a thing which, to a large degree, is controllable and educable. Unsatisfactory conduct might not be entirely eradicated, but surely some of it can be alleviated by more training, and a definite drive toward better social living. It may have been immaturity that caused some of the undesirable conduct, since all children in Seattle, Washington, at the time the survey was made in 1919, were allowed to leave school before the age of fifteen to go to work. Neterer gives no ages at which they did leave.



Miss Neterer's conclusions, in Ungraded, Volume 5, Numbers 6-7, page 154, are as follows:

- "1. The majority of Special Class pupils go into industry.
2. The Special Class pupil fills the blind alley job-the essential odd jobs, that are undesirable to an ambitious individual, but absolutely unavoidable in industry.
3. They seem unable to take responsibility.
4. Those who go into industry are, on the whole, self-supporting in ordinary circumstances, particularly if under some sort of supervision.
5. There is a large per cent of drifters both in regard to residence and in regard to the job held, due largely to personal characteristics.
6. As a class they are unable to cope with new or unforeseen conditions.
  - a. Only 25% save money to any extent.
  - b. External conditions in industry affect them largely.
7. Some become valuable citizens." 7/

Another study that includes a follow-up survey of special class pupils is that made by Harold P. Thomas, Director in the Department of Educational Research and Guidance in the public schools of Springfield, Massachusetts. His article entitled "The Employment History of Auxiliary Pupils between Sixteen and twenty-one Years of Age in Springfield, Massachusetts" is to be found in the Proceedings and Addresses of

7/ Neterer, Inez. "Follow-up Study of Special Class Pupils." Ungraded. Vol.5, No.5, (February,1920) pp.116-118.  
Vol.5, Nos.6-7,(March-April,1920),pp.150-154.

1. The first part of the paper is devoted to a general introduction.

2. The second part is devoted to the study of the

3. The third part is devoted to the study of the

4. The fourth part is devoted to the study of the

5. The fifth part is devoted to the study of the

6. The sixth part is devoted to the study of the

7. The seventh part is devoted to the study of the

8. The eighth part is devoted to the study of the

9. The ninth part is devoted to the study of the

10. The tenth part is devoted to the study of the

11. The eleventh part is devoted to the study of the

12. The twelfth part is devoted to the study of the

13. The thirteenth part is devoted to the study of the

14. The fourteenth part is devoted to the study of the

15. The fifteenth part is devoted to the study of the

16. The sixteenth part is devoted to the study of the

17. The seventeenth part is devoted to the study of the

18. The eighteenth part is devoted to the study of the

19. The nineteenth part is devoted to the study of the

20. The twentieth part is devoted to the study of the

the Fifty-second Annual Session of the American Association for the Study of the Feeble-minded, 1928, pp.132-148. 8/

Auxiliary pupils are those whom we have called special class pupils throughout this entire paper. The group studied consisted of forty-four girls and eighty-eight boys who had left school between 1923 and 1928. 80.2 per cent of them had been out of school more than one year, and 57.7 percent had been out of school two years or more. The eighty-eight boys were employed in two hundred and eleven jobs during a period of a little over five years. They averaged two and a half jobs apiece. A few individuals were responsible for the greatest number of jobs held. The longest idle period for both boys and girls occurred before they received their first job. A greater proportion of boys found jobs immediately after leaving school than did the girls. The girls were found to have more jobs than the boys between the ages of sixteen and twenty-one. A large majority of the jobs were short term jobs of six months or less. Most of the pupils studied were in unskilled labor jobs. This type of job does not change as the group grows older.

Thomas does bring out some pertinent needs in his conclusions. "So many jobs held for such a short time with long

8/ Thomas, Harold P. "The Employment History of Auxiliary Pupils between Sixteen and Twenty-one Years of Age in Springfield, Mass." "Proceedings and Addresses of 52nd Annual Session of Am. Assn for Study of Feeble-minded. 1928. pp132-148.

...the ... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

"periods of idleness may indicate that there is poor job choice in many situations, and, in addition, poor job opportunities. The schools should help the pupils to get the best possible jobs open to them. For this work there should be a job placement teacher, one who knows both the auxiliary pupil and employment conditions. The teacher should anticipate the completion of the age requirements by the individual pupil, and after helping him secure work, keep in contact with him. This will help establish closer relations between employment manager and the schools.

"In addition, such placement and follow-up work will undoubtedly help to decrease the tendency of these pupils to multiply their number of jobs." 8/

Amelia Winifred made a follow-up survey of children in the developmental (special) schools of Los Angeles, and her findings were published in the Educational Research Bulletin, Los Angeles City Schools, 1926. 9/ Her study included those who were still in school as well as those who were through with their formal education. She took a group of three hundred and fifty pupils who had been enrolled in a

8/ Thomas, Harold P. "The Employment History of Auxiliary Pupils between Sixteen and Twenty-one Years of Age in Springfield, Mass." Proceedings and Addresses of 52nd Annual Session of American Association for the Study of Feebleminded. 1928.p.132-148.

9/ Winifred, C. Amelia. "Follow-up Survey of Children in the Developmental Schools of Los Angeles." Ed. Bulletin, Los Angeles City Schools. Vol.6, No.2, Nov., 1926. Pp. 2-10.



Development Center of Los Angeles city schools over a period of six years and six months. Of the three hundred and fifty originally selected for the study, only two hundred and fifty-two could be located. The other ninety-eight had disappeared, left the city, or died. Of the two hundred and fifty-two remaining ones who really comprised the study, 54% were still in school; 25.4% were working; 2.8% were out of work temporarily; 7.4% were cared for at home; 5.2% were in institutions; 5.2% of the girls were married and at home.

The 25.4% that were working, comprised sixty-four persons; that is, 51.5% of those over sixteen who were at the employable age. Their occupations take in about the same type of unskilled or semi-skilled jobs found in other follow-up studies. The medium intelligence quotient for the group is 63. The average wage for those working was \$20.30 per week, and covered a span of from \$5.00 to \$45.00 weekly. This is an unusually high earning rate for these subnormal persons, but it may be accounted for in some measure by the fact that this study was made in predepression days, when wages and employment were each at a maximum. Thorough investigation of each individual's family and social relationships brought to light the need for some definite policy of supervision. 41% showed need of guidance to enable them to become better members of society, and to help them to enjoy a better way of living. Because 51% of those over sixteen



are employed, Miss Winifred believes that nearly all of these persons have some educable traits and potentialities that would make them of value to society and industry.

As a prelude to her own survey, Miss Winifred compiled some statistics which she acquired on surveys that were made of special class pupils in New York City; Springfield, Massachusetts; Cincinnati, and Minneapolis. The survey totalled 1,465 cases; 770 were employed (49.4%); 146 cases were out of work (11.5%); 916 were employable (59%); 244 lived at home (15.1%); 106 were in institutions (10%); 55 were married (5.8%); 144 were lost or dead (15.2%); 146 have a delinquency record (27%) . She found that these percentages correlated closely with the findings of a survey made in Birmingham, England. It is noteworthy that in the latter city they have undertaken the supervision of all mental defectives not confined in institutions.

In the Journal of Abnormal Psychology, Volume 17, 1922, J.E.Wallace Wallin, at that time Director of the Bureau of Special Education in St. Louis, Missouri, made reports on special class children which were part of his final report to the Board in June, 1921. His first report entitled, "An Investigation of the Sex, Relationship, Marriage Delinquency and Truancy of Children Assigned to Special Public School Classes" is based on information gathered from teachers



concerning their former pupils.<sup>10/</sup> This covered a period of twelve years from 1908 to 1920. Except in two cases, the teachers had been with those classes the entire period of years. The questionnaire covered the following points:

- "1. Names of all boys and girls enrolled in the special schools from the date of organization to June, 1920, inclusive.
2. Date of withdrawal.
3. Subsequent history (employment, delinquency, etc.)
4. Names of brothers and sisters attending the public schools.
5. Number of other children in the family.
6. Names of children, who, in your judgment, should have been, or who should be committed, to an institution:
  - a. because too intellectually defective to make a living;
  - b. because of both lack of ability to make a living and lack of adequate home support;
  - c. because of anti-social tendencies and lack of ability to make a living;
  - d. because of anti-social tendencies, although possessing enough ability to make a living;
  - e. because of other considerations." <sup>10/</sup>

The very first barrier which Wallin met was lack of

---

<sup>10/</sup> Wallin, J.E. Wallace. "An Investigation of the Sex, Relationship, Marriage Delinquency and Truancy of Children Assigned to Special Public School Classes." Journal of Abnormal Psychology. Vol.17, No.2, 1922. Pp.1934; 120-131.



recorded information. Were it not for the remarkable record of having nearly all of the teachers who had been in the work the entire twelve years, the study would have been futile, for there was insufficient evidence for any grounds for investigation. Two of the registers for two schools were lost, but the list was reconstructed as accurately as possible by the teachers who searched their memories for names and data. Here the investigator emphasized the absolute need of after records for these people. Public school clinics should be provided with visiting teachers or social workers who should assist the pupils discharged from special classes to obtain positions adapted to their limitations, who should aid parents in properly placing, protecting, and controlling their unfortunate, and who should compile accurate after-career records. The amount of information the research provided, depended upon whether each teacher had followed up her own pupils over a period of twelve years or whether she had done little follow-up work.

There were one thousand, nine hundred and sixty-nine persons studied, of whom 68.5% were boys; one hundred and fifty-seven were siblings or but 7.9% of the entire special class enrollment for that period. This does not carry out the theory of mental defectiveness being in any great extent hereditary, but it must not be taken as absolute proof that no other siblings were defective because they did not



appear as members of the special schools. Also, many of the children early assigned to these classes were not mental defectives.

One of the outstanding findings in this survey shows that only 3.3% or only sixty-five in number have been sent to institutions or were known to have a delinquent record. Although this record is not complete, as four hundred and thirty-six of the children were never located to be included in the actual findings of the study, nevertheless, there is such a wide discrepancy between the 35% delinquency as found in the Newton study (see Table XXI), and the 3.3% delinquency found in this study, that there may be justifiable cause to question its validity. Mr. Wallin attributes the lack of delinquency to the teaching carried on in the special classes which tends "to break down anti-social conduct and inculcate habits of industry, application, thrift, honesty, and correct modes of social response. It has socialized and stabilized the child. It has developed a desire for engaging in, and skill in the execution of, many forms of manumetal work." <sup>10/</sup> If such training can bring about such positive results, and a survey today based on thoroughly investigated statistics prove again that St. Louis is getting only 3% to 4% of their

<sup>10/</sup> Wallin, J.E. Wallace. "An Investigation of the Sex, Relationship, Marriage Delinquency and Truancy of Children Assigned to Special Public School Classes." Journal of Abnormal Psychology. Vol.17, No.2, 1922. Pp.19-34; 120-131.

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

mentally retarded who are or have been delinquent, then surely, many/cities would profit by sending a teacher, a social worker or a psychologist to study the methods and the procedures which bring about such amazing results in inculcating habits of socialization.

Possibly the Missouri set-up for an educational program is more decisive, clear cut, and differentiated than that of most states. Wallin states, "It is unquestionably true that in certain states, as the result of elastic standards, public school classes for the feeble-minded and the state colonies have been over-populated with dull, backward grades of individuals. The after-histories of the discharges from the special classes and the institutions prove this to be true. A backward child does not get the opportunities he requires in a public school class or in an institution for the feeble-minded. More will be gained in the educational and social adjustment of children by sharp differentiation of levels and types than by loose differentiations. This is one of the conclusions which stand out, after seven years of administrative planning in the field of special education in the St. Louis schools. This experience has demonstrated that the highest interests of the children are being served by establishing different grades of ability. This principle has now been established by statutory law in Missouri, as will be shown later, where provision is now made for special public schools for feeble-minded and ungraded classes for borderline and backward, subnormal pupils are very loosely drawn in most of the states which make special provision for their education in the public schools." 10/

How does Missouri set up these objective measures to determine the sharp differentiation which they deem necessary

---

10/ Wallin, J.E. Wallace. "An Investigation of the Sex, Relationship, Marriage Delinquency and Truancy of Children Assigned to Special Public School Classes." Journal of Abnormal Psychology. Vol. 17, No.2, 1922. Pp.19-34; 120-131.



for a comprehensive, worthy program of education for its special children ? J.E. Wallace Wallin answers that question in his article in Volume 17 of the Journal of Abnormal Psychology, entitled, "A Study of the Industrial Record of Children Assigned to Public School Classes for Mental Defectives, and Legislation in the Interest of Defectives." 11/

The laws for testing and segregating dull children are very similar to those of Massachusetts, but they do go further, and say that any child with an I.Q. below thirty or above seventy, should not be admitted to the special classes. All children between sixty-five and ninety-five I.Q. may be placed in an ungraded class which will act as an observation class to determine the best possible educational procedures for the individual. The state provides substantial financial aid to the towns and cities to the amount of \$300 per teacher for the ungraded classes and \$750 per teacher for the special classes, provided such teachers meet the requirements of educational training necessary for such work, and also, that the program of placement of pupils in the classes meet the state laws. The law is very definite in its requirements of finding all the mental defectives in the school system and lays

---

11/ Wallin, J.E. Wallace. "A Study of the Industrial Record of Children Assigned to Public School Classes for Mental Defectives, and Legislation in the Interest of Defectives." Journal of Abnormal Psychology. Vol.17, No.2, 1922. pp.120-131.



down a code to be followed to determine who these people are. They have found arbitrary choosing by the teachers unsatisfactory. The teacher's judgment and the findings on a group intelligence test plus any other recommendation by the courts or other organizations for the welfare of children is sufficient to secure individual mental testing, careful case history investigation, and well considered placement. The law also provides transportation for children to these classes where necessary, and attendance in the classes is compulsory by state statute.

Does an analysis of the laws and program for placement in the special classes help to determine the low rate of delinquency among these children ? The author, J.E.Wallace Wallin, does not endeavor to explain it, and detailed information concerning their delinquencies is absent. It does seem ,however, that possibly they have a much better method of determining who are the backward children and placing them properly in the correct educational environment before any inferiority, truancy, or other habit can become a factor in causing delinquency. Perhaps they are anticipating and preventing many anti-social traits that might develop after years of failure and maladjustment. St. Louis, with its 3% to 4% delinquency would make an excellent place for further study of the causes of, and the methods of prevention of delinquency among defectives.



### Summary of Surveys.

As a review of these surveys which have been made, there are some outstanding facts to be noted. On the positive side there is evidence that :

1. a great proportion of those persons who have been in special classes have adjusted themselves in a satisfactory socio-economic group which makes them worthy members of a society, even though they contribute nothing to the progress of civilization in the way of advancement in scientific discoveries, culture, or literature.
2. In Baltimore, where supervision was the best, and the community spirit was high, there was evidence by thriftiness and steadiness of employment.
3. Nearly all of these people go into work of the unskilled type which requires but from a few days to a few weeks to learn.
4. Two studies set forth the fact that satisfactory or better than satisfactory handwork in school correlated positively with ability to get jobs and keep them.

# THE HISTORY OF THE

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

On the negative side of these studies is:

1. the great lack of accurately recorded statistics, and an almost complete dearth of follow-up records. Over and over again it was brought out that such records as could be found were incomplete, persons were missing, teachers were called upon to remember back, and other more or less unreliable methods of acquiring information were used. All such material could be kept on one office card, checked once a year, and would form an accurate basis for statistical information which would be of actual worth in evaluating our educational procedure and methods.
2. The great lack of any supervision after leaving school was deplored by several who made follow-up studies. In a concluding chapter, the writer sets forth such ideas as might prove of value in determining the need for and the methods of keeping, and the ultimate value of a complete follow-up record and life-long supervision of all persons who had been assigned to classes for the mentally retarded.

I am writing to you to tell you that I am

very well and hope you are the same.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

I have been thinking of you very much lately

and wondering how you are getting on.

I hope you are happy and healthy.

## CHAPTER III

### Procedure of Survey

The problem of how to gather the desired information fell into the following three groups:

1. What information was needed to weigh facts?
2. What was the best method to get this information?
3. What persons should be selected to get the facts?

The first point was solved by building an information record blank that would be as simple as possible to administer, comprehensive in the field of research, and yet not too personal to arouse antagonism on the part of the persons being questioned. The following is the final form of the record sheet that was used.

Information record blank to be used in securing information on the vocations of boys who spent some time in Special Classes in the city of Newton, Massachusetts.

1. Name
2. Date of Birth
3. Nationality (descent)
4. I.Q.
5. Number of years in Special Class
6. Schools attended after Special Class
7. Grade finished
8. Age at leaving school

THE HISTORY

OF THE

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME. BY JAMES M. SMITH, ESQ. OF NEW-YORK. IN TWO VOLUMES. VOL. I. NEW-YORK: PUBLISHED BY J. B. ALLEN, 1800.

9. Kinds Of work done prior to leaving Special Class.
10. First job after leaving school
11. Number of jobs held
12. Causes for leaving last job
13. Present employment
14. Job desired especially
15. Earnings per week
16. Method of obtaining jobs
17. Suggestions of studies needed in the school
18. Marriage status
19. Children

Questions 1-8 could be answered from record cards on file in the school department. Question 10 had only vague, indefinite answers, due probably to the inability of the individuals to recollect the past. Question 12 was usually answered, "No more work", but to find the real answer would take careful investigation in another field in order to find out from employers why these young men were dropped. This problem itself would make a valuable and worthwhile study. Question 16 was asked only of those persons who seemed cooperative and unafraid of being questioned. The investigator did make an effort to find out the duration of time that each person held a certain job, but that was also answered vaguely and indefinitely, -which gave evidence of the lack of value or weight such questions might have.

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

1980

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

1980

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

1980

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL. 60607

The second problem to be faced was how to get this information. It would seem impractical to try to mail out the record blank as the wording of such a paper even in the utmost simplicity would be a barrier to getting responses, due to lack of reading ability and generally low ability to comprehend such a paper and its requirements. The best solution to this seemed to be a personal interview with each person. This is what the writer attempted to have. Not every person was seen and talked with by the writer, but she did visit every home and the information was given by a close relative, - mother, father, wife, brother, or sister. This gave the writer a glimpse into the home, into the family of the person, and, in a measure, into his socio-economic standing.

The record blank devised, the method of getting the answers arrived at, the problem of how to pick out the persons to be questioned was faced. The number in special classes is small when compared with the general school population so that getting one hundred such persons did not give any opportunity to pick and choose. From the office of the supervisor of special classes was taken a list of all males who had been in Newton Special Classes between 1927 and 1936, and were older than 16 years in January, 1940. This list was used indiscriminately. Only those persons who could be traced down themselves were investigated. Any persons about



whom information was vague or indefinite, were omitted. Those still in school were included in the summary, as it seemed of value to know that certain boys do pursue their education after sixteen years of age. In many instances, the investigator had to visit the home several times before finding anyone at home, or anyone able to answer the questions satisfactorily.

It must be kept in mind that this information was given by persons mentally retarded, or by their close relatives. No record of any kind was kept of their post-school activities by any department of social workers, or by the school department. The writer has made a sincere effort to use the information gathered only when it seemed to be authentic, and a known fact. All items accompanied by vagueness or uncertainty were omitted, when compiling the statistical findings. The items were not weighted in any arbitrary way whatever. Even though rumor pointed out that certain individuals had succeeded especially well after leaving school, no greater effort was made to locate these young men than to locate any others. Nor were the cases weighted on the other side, as return trips were made to those homes where there was evidence that the persons sought lived there, but were away temporarily. Moving away was the cause of the largest number of failures to locate persons desired, and death had claimed two. 160 names were searched for, before the 100 were located.



The investigator made every effort to establish satisfactory rapport, usually, by inquiring about whether the person being interviewed had a job, if he liked his work, or if unemployed, what he would like to do. In no instances did there seem to be any resentment to the questions asked when there was first a satisfactory explanation of what was to be discovered. It is to be feared, however, that very often, families got the impression that there was some possibility that they might get work through some person who was willing to help them get a job. It did show the writer that if there were some kind of a vocational placement bureau which was organized and administered by sympathetic and understanding people, these underprivileged youths would be eager to take advantage of whatever guidance they could get. Many, many times these questions were hurled at the investigator: "Can you get me a job?"; "Do you know where they need some help?"; "Could you help my boy find work?"; "Where can my boy go to look for a job,-he's big and strong, but where should he go to get a job ?" Also, there seemed to be much confusion in the minds of members of the families about the possibility of working if someone were on the W.P.A, or getting relief from other sources. In a few instances, strong and rugged young men were kept at home by their mothers for fear that the mothers might lose their widow's pensions.



While the investigator did visit and did see many very undesirable living quarters, there is now a movement on foot through the department of health to better the poor housing conditions by a large program of building which will make possible better arrangements for living for those persons whose earnings are small and whose buying capacity is limited. Newton is an outstanding city in the United States, in that it has won the recognition as being the healthiest city of its size and class for several years. The clinics held at the Newton Hospital; the excellent, thorough physical examinations given at the schools for the children; the dental clinics; the functioning of the service centers, and the many ways of alleviating suffering due to privation or to poverty show that this city is acutely aware of its responsibilities and that it takes willing and aggressive measures to raise existence above a subsistence level.

The findings have been tabulated by means of tables to show the results achieved.

1877-1878. The first year of the settlement was a year of

struggle and poverty. The first winter was a hard one, and the

settlers had to struggle for their lives. The first year was a

year of struggle and poverty. The first winter was a hard one,

and the settlers had to struggle for their lives. The first year

was a year of struggle and poverty. The first winter was a hard

one, and the settlers had to struggle for their lives. The first

year was a year of struggle and poverty. The first winter was a

hard one, and the settlers had to struggle for their lives. The

first year was a year of struggle and poverty. The first winter

## CHAPTER IV

### Findings- Social, Educational, and Vocational

Number of persons studied - 100

#### Social Background.

Table I

#### Nationality Descent.

:	:	:	:	:	:	:	:	:	:
:Italian:	Irish	:French	:American:	English:	:Unclass-	:	Total	:	:
:	:	:	:	:	:	:	:	:	:
:	69	:	6	:	4	:	5	:	1
:	:	:	:	:	:	:	15	:	100
:	:	:	:	:	:	:	:	:	:

Of the one hundred young men studied, all were American born. 69% were of Italian parents. Those classified as Americans are ones who seem to trace back several generations here in this country; probably they really belong under English. The one designated English is from Canadian- English stock. The 15% unclassified would probably belong under American, but as there was no record showing the racial descent, the writer thought it better to leave them unclassified.

# THE UNIVERSITY OF CHICAGO DEPARTMENT OF CHEMISTRY REPORT ON THE PROGRESS OF THE WORK DURING THE YEAR 1900

BY  
 J. H. VAN VLECK  
 ASSISTANT PROFESSOR OF CHEMISTRY

1. General Principles of the Theory of the Spectra of Gases	2. The Spectra of the Elements	3. The Spectra of the Compounds	4. The Spectra of the Mixtures	5. The Spectra of the Solutions
---	--------------------------------	---------------------------------	--------------------------------	---------------------------------

The work of the Department of Chemistry during the year 1900 has been devoted to the study of the spectra of gases, liquids, and solids. The principal results of the work are summarized in the following paragraphs.

The first part of the work has been devoted to the study of the spectra of the elements. The principal results of this work are summarized in the following paragraphs.

The second part of the work has been devoted to the study of the spectra of the compounds. The principal results of this work are summarized in the following paragraphs.

The third part of the work has been devoted to the study of the spectra of the mixtures. The principal results of this work are summarized in the following paragraphs.

The fourth part of the work has been devoted to the study of the spectra of the solutions. The principal results of this work are summarized in the following paragraphs.

Table II (a)  
Age Distribution

:	:	:	:	:
: 17-0-17-11	: 18-0-18-11	: 19-10-19-11	: 20-0- 20-11	:
:	:	:	:	:
: 3	: 9	: 10	: 15	:

:	:	:	:	:
: 21-0-21-11	: 22-0-22-11	: 23-0-23-11	: 24-0-24-11	:
:	:	:	:	:
: 9	: 12	: 15	: 12	:

:	:	:	:	:	:
: 25-0-25-11	: 26-0-26-11	: 27-0-27-11	: 28-0-28-11	: Total	:
:	:	:	:	:	:
: 7	: 4	: 2	: 2	: 100	:

Table II (b)  
Detailed Chart of Age Range.

Age		
Years	Months	Number of persons
17	4	1
17	9	1
17	11	1
18	0	1
18	1	1
18	2	2
18	3	2
18	6	1
18	10	1
18	11	1
19	0	3
19	7	2
19	8	2
19	11	3
20	0	4



Table II (b) continued

Age		Number	of Persons:
Years-	Months		
20	1	3	:
20	4	3	:
20	6	1	:
20	9	3	:
20	11	1	:
21	0	3	:
21	2	2	:
21	4	1	:
21	5	1	:
21	6	1	:
21	8	1	:
22	0	1	:
22	1	3	:
22	2	1	:
22	4	1	:
22	6	1	:
22	7	2	:
22	8	2	:
22	11	1	:
23	0	1	:
23	1	2	:
23	3	2	:
23	4	2	:
23	5	1	:
23	7	2	:
23	8	1	:
23	9	2	:
23	11	2	:
24	0	1	:
24	1	4	:
24	4	3	:
24	5	2	:
24	7	1	:
24	11	1	:
25	0	1	:
25	1	1	:
25	2	1	:
25	6	1	:
25	8	1	:
25	10	2	:
26	1	1	:
26	2	1	:
26	4	1	:
26	10	1	:
27	4	1	:
27	9	1	:
28	1	1	:
28	5	1	:
Total		100	:



Of the one hundred persons located, the age span covered eleven years and one month. The youngest was seven-teen years four months, the oldest, twenty-eight years five months. The median age was twenty-two years one month.

Table III

Marriage Statistics

:	:	:
Married	Children	Divorced
16	9	1

The findings show that sixteen of these men have married. Seven of them have one child each, and one has two children. One has been divorced.

Educational Findings

Table IV

Intelligence Quotients of Group

40-49	50-59	60-69	70-79	80-89	90-99	Total
2	3	23	57	14	1	100

The intelligence quotients of the group ranged from 42 to 92, a span of fifty points. The average I.Q. was 71.96.

THE ... ..  
 ... ..  
 ... ..  
 ... ..

...	...	...
...	...	...
...	...	...

... ..  
 ... ..  
 ... ..

... ..  
 ... ..  
 ... ..

...	...	...	...	...
...	...	...	...	...
...	...	...	...	...

... ..  
 ... ..  
 ... ..

Table V

## Distribution of Intelligence Quotients

I.Q.	Number of persons	I.Q.	Number of persons
42	1	72	5
47	1	73	7
56	1	74	6
58	1	75	8
59	1	76	4
60	2	77	7
62	1	78	5
63	2	80	3
64	3	81	2
65	1	82	3
66	5	83	1
67	2	85	2
68	3	87	2
69	4	88	1
70	10	92	1
71	5	Total	100

Study of the table shows that the greatest number fall in the group designated as border line intelligence with a range of 29.96 points below the average at 71.96, and 20.04 above. Nearly all the I.Q.'s are based on the results of some form of the Binet-Simon individual test.

The educational training which they received can be shown in three parts; (1) grades finished in school, (2) years in special classes, (3) age at leaving school.

Table VI

## Grades Finished in Elementary School

Grades	Edgn	1	2	3	4	5	6	Unre- corded	Total
No. sent from									
grade to special	1	4	7	18	16	6	12	36	100







Table VIII  
Record of Trade School Attendance  
Number of Boys Attending - 20

:Attended without	: Graduated from	:	:
: graduating	: Trade School	: Still attending	:Total:
:	:	:	:
: 17	: 1	: 2	: 20 :

Of the twenty enrolled in the Trade School, two are still there; seventeen received some training but no diploma, and one graduated.

Table IX  
Record of High School Group  
Number of Boys - 9

:Attended without	: Received diplomas:	:
: graduating	:	: Total:
:	:	:
: 7	: 2	: 9 :

Of the High School group, seven attended without graduating, and two received diplomas. The courses taken in the High School were the business course and the general course.

Table X  
Age Range at Leaving School

:	:	:	:	:	:	:	:unre-	:
:Age at leaving	: 15	: 16	: 17	: 18	: 19	: 20	:corded	:Total
:	:	:	:	:	:	:	:	:
:Number leaving	: 1	: 35	: 13	: 7	: 5	: 1	: 38	:100 :

The age at leaving school ranged from fifteen years to twenty years.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
LABORATORY OF ORGANIC CHEMISTRY

TO THE HONORABLE CHIEF OF BUREAU OF CHEMISTRY  
WASHINGTON, D. C.

THE FOLLOWING REPORT WAS PREPARED BY THE  
LABORATORY OF ORGANIC CHEMISTRY

IN 1934

BY DR. J. H. HARRIS

AND DR. J. H. HARRIS

THE FOLLOWING REPORT WAS PREPARED BY THE  
LABORATORY OF ORGANIC CHEMISTRY

IN 1934  
BY DR. J. H. HARRIS  
AND DR. J. H. HARRIS

IN 1934

THE FOLLOWING REPORT WAS PREPARED BY THE  
LABORATORY OF ORGANIC CHEMISTRY

IN 1934  
BY DR. J. H. HARRIS  
AND DR. J. H. HARRIS

Table XI

Years Spent in Special Classes

:Yrs. in:	:	:	:	:	:	:	:	:	:	:Unre-	:	:
:Special:	1	2	3	4	5	6	7	8	9	:corded:	Total	:
:	:	:	:	:	:	:	:	:	:	:	:	:
: No.	9	17	20	7	18	10	7	2	2	8	100	:

Nine spent one year in a special class; seventeen spent two years; twenty spent three years; seven spent four years; eighteen spent five years; ten spent six years; seven spent seven years; two spent eight years, and two spent nine years in special classes. The average number of years spent in classes for retarded children was 3.88 or nearly four years.

Educational Summary:

1. 58% of these boys received no training beyond that given by the special classes; 42% entered either grades seven or eight, the High School, or the Trade School. Three received diplomas of graduation from the High School or the Trade School.
2. The group is made up largely of those persons belonging to the borderline mentality class.
3. Sixteen is the age at which the greatest number are leaving the schools.
4. The boys have spent from one to nine years in special class training, 72% spending between two to six years there.
5. 20% have been admitted to Trade School; only one has received a diploma from there.

CHAPTER I

THE HISTORY OF THE

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

### Vocational Findings.

The employment findings are listed under two groups -

1. those that are at home and able to be gainfully employed.
2. those in school, in C.C.C. camps, or in institutions.

Table XII

#### Present Findings

Employable Group Consisting of 87

:	:	Employed :	:	:
:	Employed	:	Part time	:
:	:	:	Unemployed	:
:	:	:	:	:
:	38	:	7	:
:	:	:	42	:
:	:	:	:	:
:	:	:	87	:

The first group takes in eighty-seven of the young men studied. Of this eighty-seven, thirty-eight stated that they were employed full time; seven were employed part time ; and forty-two were without work of any kind. The employed part-time group consists of those who return to the same job whenever there is work such as carpenter's helpers or when the mills are running.

Table XIII

Record of the eighty-seven employable individuals who had and had not worked since leaving school.

:	:	Had worked at	:	Never:	:	:
:	:	some time since	:	worked	:	:
:	:	leaving school	:	:	:	:
:	:	:	:	:	:	:
:	:	82	:	5	:	87
:	:	:	:	:	:	:

REPORT ON THE PROGRESS OF THE WORK

- During the year 1900, the following work was done:
- The first part of the year was spent in the study of the general principles of the subject.
- The second part of the year was spent in the study of the special principles of the subject.
- The third part of the year was spent in the study of the practical application of the subject.

CONCLUSIONS

GENERAL PRINCIPLES

The first part of the year was spent in the study of the general principles of the subject.

The second part of the year was spent in the study of the special principles of the subject.

The third part of the year was spent in the study of the practical application of the subject.

The first part of the year was spent in the study of the general principles of the subject. The second part of the year was spent in the study of the special principles of the subject. The third part of the year was spent in the study of the practical application of the subject. The first part of the year was spent in the study of the general principles of the subject. The second part of the year was spent in the study of the special principles of the subject. The third part of the year was spent in the study of the practical application of the subject.

CONCLUSIONS

The first part of the year was spent in the study of the general principles of the subject.

The second part of the year was spent in the study of the special principles of the subject.

Of the eighty-seven who are of employable age, eighty-two report that they have worked at some time since leaving school. Five report that they have never worked. The ages of these five who have never worked are as follows : eighteen years, six months; eighteen years, ten months; twenty years, four months; twenty-two years, two months; twenty-three years. There is definite need for further study of these five individuals. From observation, the investigator found that of these five who had never worked, only one lived in a home where the standard of living was so high that there was no visible need for his working to help the home financially. Their intelligence quotients were as follows:

Age- 18 years 6 months . . .	.71 I.Q.
" 18 years 6 months . . .	.66 I.Q.
" 20 years 4 months . . .	.70 I.Q.
" 22 years 2 months . . .	.70 I.Q.
" 23 years 0 months . . .	.65 I.Q.

Only one of the forty-two unemployed was receiving social security payments. The others of the unemployed had not held one position long enough to qualify for federal compensation. Five reported being on the W.P.A at some time since leaving school, but many were ineligible for that, as some older member of the family was already employed on a government project.

The first part of the report deals with the general situation of the country and the progress of the work of the Commission. It then goes on to discuss the various aspects of the problem, and finally makes some suggestions for the future.

- 1. The first part of the report deals with the general situation of the country and the progress of the work of the Commission.
- 2. It then goes on to discuss the various aspects of the problem, and finally makes some suggestions for the future.
- 3. The second part of the report deals with the various aspects of the problem, and finally makes some suggestions for the future.
- 4. The third part of the report deals with the various aspects of the problem, and finally makes some suggestions for the future.
- 5. The fourth part of the report deals with the various aspects of the problem, and finally makes some suggestions for the future.

The Commission has been very busy since its formation, and has made many valuable contributions to the work of the Government. It has also been very successful in its efforts to improve the conditions of the people, and has made many valuable suggestions for the future.

The other 13<sup>4</sup>/<sub>10</sub> or thirteen individuals, while over sixteen, and therefore at an employable age, fall into the following classification.

Table XIV

Thirteen Young Men not Employed  
but Otherwise Committed.

: In C.C.C. :	: In Schools :	: In Institutions :	: Total :
: 4 :	: 6 :	: 3 :	: 13 :

Four are now in the C.C.C. camps living away from home. These might be listed under the group of employed, but as it is also a form of education, the writer thought best to include them with the latter group. Six are still in the public schools in Newton. Three are in institutions;- one in prison; one in the Waverley School for Feebleminded, and one in the Middlesex Sanatorium.

Forty-seven different kinds of employment were listed. Nearly all fall under the grouping of menial labor, manual labor, or semi-skilled crafts. The following are the kinds of work which these young men have done since leaving school. Worked in garage (usually as a helper, one listed as a garage mechanic)

On a farm.  
Works in fish market (down in the cellar)  
Mason work.  
Roofer.  
In Mill.  
Midget car racer.  
Laborer.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

1955

RECEIVED BY THE DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

RECEIVED BY THE DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

RECEIVED BY THE DEPARTMENT OF THE HISTORY OF ARTS

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILLINOIS

RECEIVED BY THE DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILLINOIS

Cobbler's helper.  
 In a store.  
 Passes circulars.  
 Collects junk.  
 Gardener.  
 Porter.  
 Truck driver.  
 Presses in a tailor's shop.  
 Dish washer.  
 Delivers for large store.  
 Polishes cars.  
 At golf links.  
 Waits on table.  
 Painter's helper.  
 In lunchroom as cook.  
 Chef's helper.  
 Machinist.  
 In bowling alley.  
 In C.C.C.

Oil and ice business for his  
 father.  
 W.P.A.  
 House painting.  
 Chauffeur.  
 Electrician's helper.  
 Delivers milk.  
 In nursery.  
 Delivers papers.  
 Western Union.  
 Truck & fruit business.  
 (owns own business and truck)  
 Hod carrier.  
 In bakery.  
 Office boy.  
 Works on garbage truck.  
 At gas station.  
 In foundry.

Table XV

## Types of Work Entered.

<u>Type of Work</u>	<u>No. employed</u>	<u>Type of Work</u>	<u>No. employed</u>
In mill-----	18	Delivers parcel post at	
In C.C.C.-----	15	Christmas time-----	1
Laborer-----	12	Washes windows-----	1
Gardener-----	9	Delivers milk-----	1
On farm-----	9	Presses in tailor's shop--	1
Truck driver-----	8	Dish washer-----	1
On W.P.A. -----	5	Delivers packages for	
Works with carpenter ---	4	large stores -----	1
Mason work -----	3	Polishes cars -----	1
In store -----	3	At golf links -----	1
Cobbler's helper -----	2	Waits on table -----	1
Oil and Ice business		In lunchroom as cook -----	1
with relative -----	2	Chef's helper -----	1
Electrician's apprentice	2	Machinist -----	1
In laundry -----	2	In bowling alley -----	1
Painter's helpers -----	2	In nursery -----	1
Delivers papers -----	2	Western Union -----	1
Roofer -----	2	Truck & Fruit business	
Works in fish market --	1	(owns own business)-----	1
Passes circulars -----	1	Hod carrier -----	1
Collects junk -----	1	In bakery -----	1
Porter -----	1	Office boy -----	1
Midget car racer -----	1	On garbage truck -----	1
Chauffeur-----	1	At gas station -----	1
In foundry -----	1		

Journal of the American Medical Association  
Published Weekly  
Subscription Price, \$5.00 per Annum in Advance  
Single Copies, 15 Cents  
Entered as Second-Class Matter, May 2, 1902  
Postpaid  
Acceptance for mailing at special rate of postage provided for in Act of October 3, 1917  
Authorized by Act of October 3, 1917  
Copyright, 1918, by American Medical Association  
Printed at the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

Published by the American Medical Association  
535 North Dearborn Street, Chicago, Ill.  
Subscription Department  
Subscription Price, \$5.00 per Annum in Advance  
Single Copies, 15 Cents  
Entered as Second-Class Matter, May 2, 1902  
Postpaid  
Acceptance for mailing at special rate of postage provided for in Act of October 3, 1917  
Authorized by Act of October 3, 1917  
Copyright, 1918, by American Medical Association  
Printed at the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

Journal of the American Medical Association  
Published Weekly  
Subscription Price, \$5.00 per Annum in Advance  
Single Copies, 15 Cents  
Entered as Second-Class Matter, May 2, 1902  
Postpaid  
Acceptance for mailing at special rate of postage provided for in Act of October 3, 1917  
Authorized by Act of October 3, 1917  
Copyright, 1918, by American Medical Association  
Printed at the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

Published by the American Medical Association  
535 North Dearborn Street, Chicago, Ill.  
Subscription Department  
Subscription Price, \$5.00 per Annum in Advance  
Single Copies, 15 Cents  
Entered as Second-Class Matter, May 2, 1902  
Postpaid  
Acceptance for mailing at special rate of postage provided for in Act of October 3, 1917  
Authorized by Act of October 3, 1917  
Copyright, 1918, by American Medical Association  
Printed at the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

38% of these men are employed regularly (See Table XII). While 18% record experience in a mill, 35% have had work of a laboring type, either as a laborer, a gardener, on a farm or on the W.P.A.

Fifteen of the boys had been in or were still in the C.C.C. camp. Nine had worked on a farm; three had worked at mason's work; four had been carpenter's helpers; two had been roofers; Eighteen had worked in the mills; two had been cobbler's helpers; three had worked in a store; nine had experience as gardeners; eight drove trucks; twelve had jobs as laborers; two had been in the oil and ice business with a relative; two had been electrician's helpers; two had worked in a laundry; two had been painter's helpers; and two delivered papers. All other types of employment were listed by one person only.

Table XVI

Number of persons employed in full time work  
and kind of work being done.

: Kinds of work	: No. employed :
: Truck drivers	: 4 :
: In mills	: 4 :
: Laborers	: 4 :
: In garages	: 3 :
: Carpenter's helpers	: 3 :
: On farms	: 3 :
: In stores	: 3 :
: Painters	: 2 :
: Delivers oil and ice	: 2 :
: Works in fish market	: 1 :
: Apprentice to cobbler	: 1 :
: Works in metal factory	: 1 :
: Porter	: 1 :
: In laundry	: 1 :
: Delivers milk	: 1 :
: Cook in lunchroom	: 1 :
: Chef's helper	: 1 :
: Machinist	: 1 :
: Owns own fruit business	: 1 :
: Total	: 38 :



A survey of the kinds of jobs held by those who were employed full time is as follows: three are in garages; one is in a fish market, working in a cellar; three are carpenter's helpers; one is an apprentice to a cobbler; one works in a metal factory; one is a porter; four drive trucks; four are hired as laborers; two deliver oil and ice; four are in mills; three work in stores; three are on farms; one is in a laundry; one delivers milk on a milk route; two are painters; one is a cook in a lunch room; one is a chef's assistant; one is a machinist; and one very proudly owns his own truck and has his own fruit and vegetable business. While many of these jobs are year round occupations, probably some personality traits such as neatness, thoroughness, perseverance, and the ability to master routine have made these young men of value to their employers.

Table XVIII

Types of employment and the intelligence  
quotients of those holding the jobs.

: Kind of work	: No. empl	: I.Q.'s	:
: Truck driver	: 4	: 69-71-71-82	:
: In mills	: 4	: 62-73-74-77	:
: Laborers	: 4	: 74-75-75-78	:
: In garages	: 3	: 66-67-70	:
: Carpenter's helpers	: 3	: 64-73-81	:
: On farms	: 3	: 64-66-70	:
: In stores	: 3	: 70-75-80	:
: Painters	: 2	: 69-82	:
: Delivers oil and ice	: 2	: 68-83	:
: Works in fish market	: 1	: 88	:



Table XVIII continued

:Cobbler's apprentice	:	1	:	77	:
:In metal factory	:	1	:	74	:
:Porter	:	1	:	74	:
:In laundry	:	1	:	70	:
:Delivers milk	:	1	:	60	:
:Cooks in lunch room	:	1	:	77	:
:Chef's helper	::	1	:	81	:
:Machinist	:	1	:	74	:
:Owns own business	:	1	:	76	:

The intelligence quotients of those employed full time covers a span of twenty-eight points. The average I.Q. is 75.79 or 3.83 points higher than the average I.Q. of the group, a variation of doubtful significance when interpreted in steadiness of employment with intelligence.

Table XIX

Employment situation of these individuals in correlation with their intelligence quotients.

:I.Q.:	Employed:	Employed part-time:	Un-employed:	In school:	In C.C.C.:	In institutions:	Total:
:42:	:	:	1	:	:	:	1
:47:	:	:	:	:	:	1	1
:56:	:	:	1	:	:	:	1
:58:	:	:	1	:	:	:	1
:59:	:	:	1	:	:	:	1
:60:	1	:	1	:	:	:	2
:62:	1	:	:	:	:	:	1
:63:	:	:	2	:	:	:	2
:64:	2	1	:	:	:	:	3
:65:	:	:	1	:	:	:	1
:66:	2	:	3	:	:	:	5
:67:	1	:	:	:	:	1	2
:68:	1	:	2	:	:	:	3
:69:	2	:	1	:	:	1	4
:70:	4	1	4	1	:	:	10
:71:	2	:	2	:	1	:	5
:72:	:	2	2	:	1	:	5

THE HISTORY OF THE

... of the ...

... of the ...

... of the ...

... of the ...

Table XIX continued

: I.Q.:	: Em- ployed:	: Employed: part-time:	: Un- employed:	: In school:	: In C.C.C.:	:Insti- tution:	:Total:
:73 :	: 2 :	: 1 :	: 4 :	:	:	:	: 7 :
:74 :	: 5 :	:	: 1 :	:	:	:	: 6 :
:75 :	: 3 :	:	: 5 :	:	:	:	: 8 :
:76 :	: 1 :	:	: 1 :	: 1 :	: 1 :	:	: 4 :
:77 :	: 3 :	: 1 :	: 2 :	: 1 :	:	:	: 7 :
:78 :	: 1 :	: 1 :	: 3 :	:	:	:	: 5 :
:80 :	: 1 :	:	:	: 2 :	:	:	: 3 :
:81 :	: 2 :	:	:	:	:	:	: 2 :
:82 :	: 2 :	:	: 1 :	:	:	:	: 3 :
:83 :	: 1 :	:	:	:	:	:	: 1 :
:85 :	:	:	: 1 :	:	: 1 :	:	: 2 :
:87 :	:	:	: 2 :	:	:	:	: 2 :
:88 :	: 1 :	:	:	:	:	:	: 1 :
:92 :	:	:	:	: 1 :	:	:	: 1 :
:Total	38 :	: 7 :	: 42 :	: 6 :	: 4 :	: 3 :	:100 :

73 was the median I.Q. Of those with 73 I.Q., two were employed; one was employed part-time; and four were unemployed. Twenty with I.Q.'s above 73 were working; two were employed part time; and sixteen were unemployed, while five were still in school, two in C.C.C. camps, and none in institutions. Those with I.Q.'s below 73 were tabulated as follows: sixteen were employed; four were employed part time; twenty-two were unemployed; one was still in school; two were in C.C.C. camps, and three were in institutions. The differences are as follows: 73 I.Q. or above, employed part time, three; below 73 I.Q. employed part time, four; 73 I.Q. or above unemployed, twenty; below 73 I.Q. unemployed, twenty-two; still in school, 73 I.Q. or over, five; below 73 I.Q., one; in C.C.C. camps 73 I.Q. or over, two; below 73 I.Q., two; in institutions, 73 I.Q. or above, none; below 73 I.Q., three.



Table XX

Summary of correlation of employment  
and intelligence

: I.Q. :	Em- ployed :	Em- ployed :	Un- employed :	In school :	In C.C.C. :	Insti- tution :	Total :
: 73 and : over :	22 :	3 :	20 :	5 :	2 :	0 :	52 :
: Below : 73 :	16 :	4 :	22 :	1 :	2 :	3 :	48 :
: Differ- : ence :	6 :	-1 :	-2 :	4 :	0 :	-3 :	4 :

The correlation does show a slight margin on the positive side for those with the higher intelligence quotients. Six more with I.Q.'s of 73 or above are employed; one less employed part time; two less are unemployed; five are still in school; the same number are in C.C.C. camps; and none with I.Q.'s 73 or above are in institutions at the present time.

Delinquency Findings

Table XXI

: No. with : court records :	: Spent time in : penal institution :	: In prison : at present :
: 35 :	5 :	1 :

Of the hundred males studied, 35% have court records. 35% have been in trouble with the law serious enough to have their crimes recorded. 5% have served some time in penal institutions and 1% is in prison at present. The crimes on which they have been arraigned fall into the following groups: school offenses; sex offenses; false alarms; assault and battery charges; automobile violations; gaming on the Lord's Day; drunkenness; and setting fires.

THE HISTORY OF THE  
CITY OF BOSTON

The city of Boston, situated on a neck of land between the harbor and the bay, was first settled by the English in 1630. It was then a small town, but it grew rapidly, and by 1690 it had become one of the largest cities in the colonies. The city was the center of the Puritan movement, and it was here that the first American Revolution began. The city was the seat of the first American government, and it was here that the first American constitution was adopted. The city was the birthplace of the American Republic, and it was here that the first American president was elected.

THE HISTORY OF THE  
CITY OF BOSTON

The city of Boston, situated on a neck of land between the harbor and the bay, was first settled by the English in 1630. It was then a small town, but it grew rapidly, and by 1690 it had become one of the largest cities in the colonies. The city was the center of the Puritan movement, and it was here that the first American Revolution began. The city was the seat of the first American government, and it was here that the first American constitution was adopted. The city was the birthplace of the American Republic, and it was here that the first American president was elected.

## CHAPTER V

### Discussion of Survey Data

The preponderance of these young men with Italian parentage can be accounted for by the large number of Italians who have settled in the eastern section of Newton where there are poor housing conditions, poverty, and low standards of living. Whether the intelligence of these people is below normal and causes these conditions, or whether these conditions exist and tend to keep the social standards low is a controversial issue. The foreign population of Newton is made up of more Italians than of other racial stocks, and this explains the large number in this group.

The table (Table X ) showing the ages at which most of the boys left school showed a span of from 15-20 years. By far the greatest number leave at sixteen. Therefore, it would seem that most of the education for these boys must be completed before the seventeenth year.

There is no conclusive proof that the learning processes cease to function at any age level. While some tests do signify that there is a leveling off process sometime during adolescence and early maturity, there is nevertheless evidence that people do continue to learn new things very late in life. There is this challenge that perhaps we are letting our boys leave school when they might be at that point in their lives when they are best prepared to benefit by further training. It may be lack of adequate material to teach them, or equipment



with which to teach rather than their inability to learn that is our problem. When they reach their sixteenth birthday, many of the skills necessary for further practical application are really habits, so that necessary reading and arithmetic skills could be utilized in vocational and social training. Because an individual reaches a ten year mental level and proceeds no farther in academic tests, we err gravely when we carelessly remark, "He has reached his mental capacity, he'll never go any farther." We know that we have not in any full measure developed all the habits, attitudes, and skills of which that individual is capable. He may learn no more complicated ideas than a ten year old mentality can understand, but he is capable of learning many more of the simpler and more practical skills necessary for successful living.

There is a real need for some way to measure growth between the ages of sixteen and eighteen to determine if the educational system is not missing its greatest opportunity to train these youths in ways of living, in vocational preparation, and in meeting social situations.

The question asked of how each person got his job was answered mostly by shrugs of the shoulders and the remark, "I just go get them", or "I go to the mills and ask the boss." One did receive employment through the trade school placement bureau, and had kept the position. Another had a position at Boston College which his parish priest helped him to get. None mentioned ever getting employment through a newspaper or



any employment agency. It was evident that many did not know where to go for a job, how to ask for one, or what to try to do.

The question asking the kind of work each would like to do if able to follow his desires was answered in many ways. Twenty-three knew definitely what they wanted to do. There was no hesitation or indecision. Their answers were positive and gave evidence of the problem's having been in their minds previous to the questioning. The kinds of work wanted were in some instances influenced by past experience, and some by past training. A few could give no reason for their choices except that they always had thought that they would like such a job. The types of jobs preferred were: one, roofer; two, return to C.C.C.; one, outdoor work; one, cabinet making; one, printing; one, chauffeur; two, electrician; one, pressing in a tailor shop; one, machinist; four, mechanic; one, laborer; three, truck driving; one, plasterer; one, poultry business; one, beautician; and one, carpenter. Seven wanted to do anything, but when asked for definite kinds of jobs desired could go no further than "anything, any kind of work." Of the remaining seventy, seven said they were satisfied with their jobs. Of the sixty-three left, twelve were either in schools, institutions, or C.C.C. camps, leaving fifty-one with no idea of what they really wanted to do. They had little idea of their capabilities, where to go for jobs, or what kind of work to look for; they showed a definite lack of vocational guidance or preparation. They were floundering in a sea of unemployment, not knowing



which way to turn to find jobs nor what kind of work to expect.

Information gathered concerning their earnings was vague and unsatisfactory, and the findings were not reliable enough to report. This information could be ascertained better by working through the employers of these young men. Much further investigation along this line is needed to help determine the economic standing of this class of people. As the writer received all this information voluntarily and willingly, she did not feel that the authority to follow up this line of investigation was in her hands. If some bureau of placement or vocational guidance could, year by year, follow the progress of each individual, record his earnings for the year, and keep careful check with his employer, such carefully found statistical information would be valid and worthwhile. Any interpretation of their economic status in a less exacting way seems to the writer to be futile and unsound.

Of the one hundred homes visited, the writer found only one that showed signs of affluence. Two others gave the appearance of belonging to the average American family, and the other homes showed conditions varying from a state of cleanliness and some comfort to conditions unsanitary, dirty, poverty-stricken, and slovenly. In the Italian section where several members of one family were working, material comforts were visible in the form of electric refrigerators, gas stoves, or freshly painted interiors. Radios were common even in the poorest houses. Crowded conditions made opportunities for



gardening few. There were no yards large enough for the children to play in. Except for Newton's earnest and successful efforts to build ample and spacious playgrounds, this would be a cause for concern to all interested in child safety. Even so, if there were opportunity and space for growing vegetables, these people would probably take advantage of it as many tiny plots attested to the efforts of some to become a bit self-sufficient. There was much evidence of a great deal of work to be done to raise the standards of living in many of the homes.

Only answers of a general nature relative to delinquency could be determined because the court records are confidential and not open to the public for research work. Because the names of the individuals could not be submitted and their offenses recorded and returned, much valuable material that might possibly lead to further understanding of what might be better done for these boys in school is lost. This again shows the need of a closer, more unified record of the individual, accessible to the school, the courts, the social agency involved, and the church. Only through the cooperation of all agencies concerned can we hope to build foundations for these dull normal boys that will establish them in society as wholesome, worthwhile individuals contributing their share to the common good of the whole, themselves having the security of the guidance and sound



counseling of some social agency interested in the individual as a worthy member of a social order. Any effort to correlate I.Q. with the number of crimes committed or types of crimes committed, or any effort to correlate amount of educational training with social misdemeanors, or to correlate unemployment in this group with crimes is impossible in this paper due to lack of information. The writer does believe that such correlation and gleaning of facts would prove very valuable to determine the educational program for these persons. Consequently the findings are general but worthy of some comment and recording.

Of the one hundred males studied, thirty-five have court records. (See Table XXI ) Thirty-five of them have gotten into trouble with the law serious enough to have records made of their crimes. Five have served some time in penal institutions and one is in prison at present. The crimes on which they were arraigned fall into the following groups: school offenses; sex offenses; false alarms; assault and battery charges; auto violation; gaming on the Lord's Day drunkenness ; and setting fires. If we had more information about these offenses, when committed, where committed, the economic standing at the time of offending, the social and educational status of the miscreant, we might in some measure be able to build our educational program to avoid these pitfalls or to prepare the young men to face their problems better and to solve them in the socially accepted way. An



example might be that of violations of the laws for motor vehicles. It seems not impossible that our educational program for these subnormal youths could include a course on the operation of motor vehicles that would be so simple and yet so comprehensive that the motor laws would become meaningful for them and the technique of driving would be but one part of the phase of operating a motor vehicle. Traffic rules, signs, lights, parking rules, hydrants, school zones, limited speed areas, and the many intricate guides used to handle our great metropolitan traffic would become as vitally important in operating a car as the brakes, lights steering wheel, battery, and other complex mechanisms of the physical make-up of the motor vehicle itself. Such a course could be worked out and practiced for several years, but to be of greatest value it must be evaluated, year after year. Very careful, accurate records should be made to determine the value of such a program. Are these youths showing evidence that they are better prepared to drive, do they have fewer accidents, can they hold jobs which depend on good driving, do they become safe, reliable drivers, or are they too easily diverted from the task at hand, making them driving hazards, a menace to normal drivers, and a peril to pedestrians? There is great need for a clear study of intelligence and automobile accidents. This is an illustration of how an educational program of vital interest to the youths and of great service to the community might in some



way help to decrease the number who are guilty of crimes,  
and might help to direct them in the ways of socially ac-  
ceptable behavior.

THE UNIVERSITY OF CHICAGO  
LIBRARY  
540 EAST 57TH STREET  
CHICAGO, ILL. 60637  
TEL. 773-936-5000

## CHAPTER VI

### Summary and Recommendations

#### Summary of Findings.

Analysis of the questionnaire revealed many facts.

1. Seventy-nine of the persons studied came from homes of foreign background.
2. The age span ranged from 17 years, 4 months to 28 years, 5 months.
3. Sixteen of the individuals studied were married; one was divorced.
4. The standard of living was low in most of the homes.
5. The intelligence quotients of these individuals ranged from 42 to 92, the average being 71.96; the median being 73.
6. Forty-two of the young men had further training than the special classes either in junior high schools, senior high schools, or trade schools.
7. Three had diplomas from high schools, or trade schools.
8. By far the greatest number left school as soon as legally able to do so, at the age of sixteen.
9. Eighty-two reported that they had worked at some time, and five reported that they never had worked since leaving school.

THE  
SUNDAY SCHOOL

OF THE

Methodist Episcopal Church, South,  
of the City of New York.

FOR THE YEAR 1880.

NEW YORK: PUBLISHED BY THE

Methodist Episcopal Church, South,

OF THE CITY OF NEW YORK.

1879.

THE METHODIST EPISCOPAL CHURCH, SOUTH,

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

OF THE CITY OF NEW YORK.

10. Forty-seven different kinds of employment were listed, mostly falling into the unskilled class of work.
11. Those employed full time and steadily showed an average I.Q. of 3.83 points higher than the average of the group.
12. Forty-two were unemployed at the time the investigation was made; thirty-eight were employed full time; seven were employed part time, and the remaining thirteen were still in school, in C.C.C. camps, or in institutions.
13. Thirty-five have court records.

The investigation brought forth evidence of great need for further study of juvenile delinquency, an educational program, vocational guidance, and some form of a placement bureau.

The recommendations are as follows:

There is a need of:

1. A bureau of vocational and social guidance.
2. A follow-up program to serve as a means of evaluation of educational and guidance procedures.
3. A card that covers an extensive comprehensive and complete record of the pupil's school life as a record to be filed after

1. The Commission is a body established by the Council of Ministers of the European Union, created by the Treaty of Rome, and has the task of ensuring the application of the law of the Community.

2. The Commission is composed of members appointed by the Council of Ministers, and its President is elected by the Council of Ministers for a period of five years.

3. The Commission is a body which is independent of the other institutions of the Community, and it is not subject to any external control.

4. The Commission is responsible to the Council of Ministers for the execution of its duties, and it is not subject to any external control.

5. The Commission is a body which is independent of the other institutions of the Community, and it is not subject to any external control.

6. The Commission is responsible to the Council of Ministers for the execution of its duties, and it is not subject to any external control.

7. The Commission is a body which is independent of the other institutions of the Community, and it is not subject to any external control.

8. The Commission is responsible to the Council of Ministers for the execution of its duties, and it is not subject to any external control.

9. The Commission is a body which is independent of the other institutions of the Community, and it is not subject to any external control.

leaving school in a central office; this record to be used when information about the individual was desired, or to be used in research work.

4. A post school record card called a "Follow Up Record Card."
5. Greater articulation between the class groups as set up at present.
6. Outlines of units of study to develop a steady progress in educational growth.
7. Greater integration of the school, home, and civic life.

These findings are valuable to those persons interested in evaluating the program of special class education as it is today. There is a real need of some method of recording the development and the social maturity of mentally defective pupils after the completion of their formal education. There is a need of a bureau of vocational and social guidance, since it appears from the study that thirty-five of the boys ( see Table XXI) have court records which leads to the conclusion that much work is to be done with the boys in the schools at present to bring about better social adjustment. It is not the belief of the writer that the thirty-five individuals with court records that were found in this survey would prove a practical or worthwhile study to investigate



today, but rather that a survey of all the present Special Class pupils be made both of their personality characteristics, the environmental influences, and the civic deficiencies that might lead to anti-social ways of conduct. There must be an adequate meshing of the gears of the social agencies, the school personnel, and the homes to work out a substantial, sound program of crime prevention. The need of a good follow-up program to use as a basis for keeping contact with these people and also to aid in guidance and adjustment, is great.

The information available to the Special Class teacher concerning each pupil who enters his room is inadequate, poorly organized, and conspicuous for the lack of information available. Probably that is true for every pupil that a teacher receives- they are all "blind dates". But the Special Class teacher should have available a very extensive and complete knowledge of her pupils prior to their appearance in the classroom. The accumulative record folder as it appears in Newton, contains such information as teachers may have left in it, plus a little basic information. It is not completely lacking in organization, but it does lack a unity of thought and purpose that leaves much for a teacher to surmise. Taking a folder at random and opening, I find the following data about Clifford C.- a 1937-38 report card, a 1939 Kuhlman Anderson Test showing mental age and scores on tests taken, a cumulative guidance record card with name,



parents, address, place of birth, date of birth, schools attended, and teacher's remarks on reverse side, a non-used A.D.P. (admission, dismissal, promotion) card, a test record card showing scores on Kuhlman Anderson Test and one Binet test I.Q., letters to his parents concerning his placement in a Special Class, two reports from the psychologist's office, one in 1936 and one in 1937, a Newton Public School primary reading test taken in 1935, and the front page of a Metropolitan Achievement test, showing one score in spelling. The writer believes that all of this material is valuable, but that some form of organization could make it more pertinent and usable. It is still inadequate.

With these shortcomings in mind, I have designed a card which I believe would be useful to teachers of special classes and which should precede the pupil to his new teacher. This card would be made out first by the teacher in the grade which the pupil leaves, and brought up to date each year, whether the pupil transfers to another class or grade. After the pupil had left school, this would become a filed record to be used for reference for research work, whenever needed.

The card then has two purposes: (1) to serve as a concise yet comprehensive record to acquaint the teacher with the pupil, and (2) to serve as a record of the pupil after he leaves school. Doubtless, the time is not far off when







chart is to be filled in whenever the pupil passes from one teacher to another. In June, 1940, if he is transferred to a group for older boys, the graph may have changed considerably due to extra coaching and individual help. (See 1940 in preceding example). This chart, then, is definitely to help in the academic placement of the child, and is also used because there is much value in a teacher's rating of a child.

The next section to be filled in by the teacher is the Chronological Age (C.A.), Mental Age (M.A.), Intelligence Quotient (I.Q.), and Educational Age (E.A.) record which would come back from the psychologist's office. The first three are always available when a child is placed in the Special Class. The Educational Age (E.A.) is one of the most valuable sources of information that a teacher has. The E.A. demands a standard test of the basic school subjects. When compared with the mental age, this tells whether a pupil can take more pressure on academic work. It serves as a means of giving a teacher a standard score with which to compare a teacher's ratings. A standard achievement test shows definitely what a pupil did do, not what he can do. We need this knowledge, also, to use as a goal in our teaching of that individual. The standard test scores would be put in as grade scores each year that a test was given to the pupil.



The height and weight record would be put in each year, and would serve as a means to watch growth and to use as a reference in case of malnutrition or other illness.

The back of the card is to be filled out by the teacher and is a place to write down any things of interest about the pupil which might affect his school life. Under social growth, his attitude on the playground, his spirit of harmony with others, and his ambitions and goals would form a pertinent record as he grew older. Such things as the loss of a parent or sibling would also be considered worthy of note, as many traits may develop after the loss of a member of the family. Upon the loss of the father there might be need of the boy's working part time on a paper route, as a delivery boy, or at some other occupation. Such conditions need the sympathetic understanding and cooperation of every teacher whom the pupil has.

This record of a Special Class pupil is not to replace anything already in the accumulative record folder; it is rather a means of making that material more easily usable, and to give more information than is now available.

If this record is fully and conscientiously kept, it can be removed from the folder at the expiration of his formal schooling and put in a file accessible to all who can profit by the use of it.



Upon leaving school, a post-school record card could be filed that should be brought up to date annually and at any other time during the year when information concerning the individual was worthwhile and of value for recording. A sample of a post-school record card is in the Appendix.

It is valuable to note the family life of the individual in the form of "when married" and to keep a record of the children.

Until the development of a truly scientific measurement of the capability of persons to drive automobiles has been formulated, it would be a source of information to have a record of any and all violations to use in determining the ability of each one to continue to have that right.

Any training received after having left school will be recorded under "Further Formal Training" and will include any night school work or training in a vocational school.

The work record can be kept up to date by yearly checking. The employers' notes should be of great value to use in guiding the individual in securing another position.

The health and the criminal record will have bearing on social adjustment. All visits to or references to social agencies should be kept most carefully to determine the individual's ability to get along with his family, in his work, and in his community. Whether or not he is economically a



dependent is a source of concern to the educational department. It is not the writer's contention that all subnormal individuals down to a certain intellectual low level will be independent of financial aid or so socially adjusted that they have no marital difficulties or so fitted to community life that they never enter into any anti-social acts. It is rather the contention that all information concerning the individual will better enable us to guide him into a better way of living for himself and for the community.

These two recommendations, a record card of the Special Class pupil and a post-school record card, are but mechanical devices to get down in writing certain pertinent and weighty facts to help in guiding the individual. The following seem to be some of Newton's needs for the education of the subnormal child to make education for the mentally retarded progressive and far thinking.

There is great need of articulation between the ten classes that are now in existence. There seem to be blind spots in the educational understanding between levels. There is need of an uninterrupted continuity of growth in the program developed for these pupils.

There is need of some outlines of courses of study to pursue so that growth is steady, sure, and truly growth and not just repetition, busy work, tedious, unnecessary drill, or time fillers.



Possibly some center could be established for the four highest groups that would give greater opportunity for developing skills and crafts by utilizing teachers' abilities more. If four groups were housed in the same building, those teachers who were superior in specialized teaching could so build a program that their teaching would be available to all. An example is as follows- a teacher much interested in music could conduct the music classes, develop a band, and plan a musical entertainment. He could make music an integral, living part of the child's school life. The same could be done in physical education, different aspects of shop techniques, English development, and social studies. This might be termed a form of departmentalization, but it could be used as a means of making the school work and life richer and more abundant for pupils and teachers alike.

Included in the courses of study should be a study of the vocational training desirable for these pupils. A survey of work opportunities in Newton and surrounding communities is necessary to establish many contacts with industry so as to enable counselors in vocational guidance to direct and to place applicants.

There is need for greater integration of the school, home, and civic life of each individual. One should be a continuation of the other. The home should provide a back-



ground of health, sanitation, harmony, and cooperation from which the individual emerges daily to enter a situation that is purposeful, challenging, interesting, and satisfying which carries over into late day activities on supervised playgrounds, in boys' clubs, in scout work, in recreation provided by religious affiliations, or into part time work that provides good experience and training with a measure of independence and reliability.

...of the ... ..  
... ..  
... ..  
... ..  
... ..  
... ..  
... ..  
... ..  
... ..  
... ..

## CHAPTER VII

### Conclusions

1. There is great need for further authentic research in the field of education for the mentally retarded. So much of the information found in follow-up surveys is dependent on subjective findings rather than concrete facts that any thorough means of evaluation could be credited with little weight. An example of this is the study by Wallin<sup>9/</sup> of Special Class pupils in which he finds only 3.3% delinquency in one thousand one hundred fifty-seven mentally defective persons in St. Louis, Missouri. Looking at the statistics superficially, one might hasten to send a person to that city to study their programs of education and crime prevention. But- these statistics are based on teachers' memories over a span of twelve years, on lost registers, on no follow-up records, on no systematic transfer from the grades to Special Classes, and on no tabulated I.Q.'s. All this makes for unestablished statistical findings of little real worth on which to build a program of education.

2. Each community needs to make a survey of its own vocational opportunities for the mentally handicapped as a means of understanding opportunities for these people.

3. A guidance bureau for help in vocational and social adjustment is valuable for each community.



Vocational placement bureaus should be established to act as coordinator between employer and employee. In small communities the progressive, active, interested teacher would be the vocational bureau, the social supervisor, and the adjuster. In large communities the bureau would be well established, would be in close cooperation with the educational department, (preferably part of it) and would work with all other community agencies to bring about a satisfactory adjustment for each individual.

4. A careful and accurate follow-up record would serve as a means of evaluating the educational and the vocational efforts and goals.

5. It is desirable that every teacher of mentally retarded children have available for her use a record of the children's intelligence quotients; (based on individual tests) mental ages, and educational ages. The intelligence quotient is necessary to aid her in determining intellectual capacity. The mental age is to provide the basis for establishing the mental development which may be expected of the individual. The educational age is needed to compare with the mental age. From that comparison a teacher can determine a child's capacity for more academic training. A teacher should be well acquainted with all possible information about every child. Only by being an enlightened teacher herself, can she hope to become an understanding teacher.



6. All criminal acts and anti-social behavior should be thoroughly studied in an effort to determine causes and the best possible means of reeducation. The establishment of high type industrial training schools with progressive methods of education should be encouraged, and communities urged to refer pupils there whenever home conditions warrant removal of the delinquent. Some few institutions as a means of permanent detention will probably always be needed , due to character defectives who will repulse all efforts at re-establishment.

7. Great strides in the education of the mental defectives have already taken place. The surface has been scratched. With better means of testing so as to determine who are mentally defective, with better equipped schools, with trained and sympathetic teachers, with community interest and vocational guidance established, the development of the subnormal child will be a thing that insures mental health, social acceptability, and a citizenship of usefulness and value in the community.



## BIBLIOGRAPHY

### (Books)

- |   |   |
|---|---|
| Davies, Stanley Powell, and<br>Williams, Frankwood E. | <u>Social Control of the<br/>Mentally Deficient.</u><br>The Crowell Company,<br>New York, 1930. |
| Glueck, Sol Sheldon, and<br>Glueck, E.T.              | <u>Juvenile Delinquents<br/>Grown Up.</u> Commonwealth Fund,<br>New York, 1940.                 |
| Hollingworth, Leta S.                                 | <u>The Psychology of Subnormal<br/>Children.</u><br>The Macmillan Company,<br>New York, 1926.   |
| Inskeep, Annie Dolman                                 | <u>Teaching Dull and Retarded<br/>Children.</u><br>The Macmillan Company,<br>New York, 1930.    |
| Kanner, Leo   | <u>Child Psychiatry.</u><br>Thomas Publishing Company,<br>New York, 1935.                       |
| Tulchin, Simon H.                                     | <u>Intelligence and Crime.</u><br>University of Chicago Press,<br>Chicago, Illinois, 1939.      |

### (Bulletins)

- |                              |  |
|------------------------------|--|
| Channing, Alice              | "Employment of Mentally<br>Deficient Boys and Girls".<br>U.S. Dept. of Labor,<br>Children's Bureau, Bulletin,<br>Washington, D.C., 1932. |
| Massachusetts. Child Council | "Juvenile Delinquency in<br>Massachusetts as a Public<br>Responsibility."<br>Boston, 1939.   |

APPENDIX

TABLE I

1. The first column contains the names of the authors of the papers included in the survey.	2. The second column contains the titles of the papers.
3. The third column contains the years in which the papers were published.	4. The fourth column contains the names of the journals in which the papers were published.
5. The fifth column contains the volume and page numbers of the papers.	6. The sixth column contains the names of the editors of the volumes in which the papers were published.
7. The seventh column contains the names of the publishers of the volumes in which the papers were published.	8. The eighth column contains the names of the libraries in which the papers are held.
9. The ninth column contains the names of the persons who have been consulted in the preparation of the survey.	10. The tenth column contains the names of the persons who have been consulted in the preparation of the survey.

(CONTINUED)

11. The eleventh column contains the names of the persons who have been consulted in the preparation of the survey.	12. The twelfth column contains the names of the persons who have been consulted in the preparation of the survey.
13. The thirteenth column contains the names of the persons who have been consulted in the preparation of the survey.	14. The fourteenth column contains the names of the persons who have been consulted in the preparation of the survey.
15. The fifteenth column contains the names of the persons who have been consulted in the preparation of the survey.	16. The sixteenth column contains the names of the persons who have been consulted in the preparation of the survey.

## (Bulletins) cont.

- |   |   |
|---|---|
| Massachusetts, Commonwealth of  | "Special Report of the Commissioner of Education and the Commissioner of Mental Diseases Relative to the Expediency and Feasibility of Establishing in the Public Schools Facilities for the Supervision of Mentally Defective and Retarded Children Attending Special Classes".<br>Senate Bulletin, No.3<br>Boston, Mass., 1933. |
| Massachusetts, Dept. of Education,<br>and<br>Dept. of Mental Diseases | "Regulations for Determining the Number of Children Three Years Retarded in Mental Development".<br>Chapter 358, Boston, Acts of 1931.  |
| Massachusetts, Dept. of Education                                     | "Manual for Special Classes".<br>Bulletin, 1932, No.2. whole No.244. Boston, Mass., 1932.   |
| National Education Association  | "Meeting Special Needs of the Individual Children".<br>Dept. of Elementary School Principals.<br>Bulletin, Vol. 19, No.6.<br>Washington, D.C. (July, 1940).   |
| Rochester, New York.<br>Board of Education.                           | "West Side School for Boys".<br>Rochester, N. Y., 1938.   |
| Sturgis, Annis M.   | "Special Classes in Newton",<br>Newton Public School.<br>Division of Research and Guidance, Newton, Mass., 1937.  |

The first of these is the fact that the  
government has been unable to  
bring about a general agreement  
on the part of the various  
interests concerned. The second  
is the fact that the government  
has been unable to bring about  
a general agreement on the part  
of the various interests concerned.

The third of these is the fact that the

government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned. The fourth is the fact  
that the government has been  
unable to bring about a general  
agreement on the part of the  
various interests concerned.

The fifth of these is the fact that the

government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned.

The sixth of these is the fact that the  
government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned.

The seventh of these is the fact that the

government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned. The eighth is the fact  
that the government has been  
unable to bring about a general  
agreement on the part of the  
various interests concerned.

The ninth of these is the fact that the

government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned. The tenth is the fact  
that the government has been  
unable to bring about a general  
agreement on the part of the  
various interests concerned.

The eleventh of these is the fact that the

government has been unable to bring  
about a general agreement on the  
part of the various interests  
concerned.

## (Bulletins) cont.

Thomas, Harold P.

"The Employment History of Auxiliary Pupils Between 16 and 21 Years of Age in Springfield, Massachusetts". American Association for the Study of Feeble-minded, Proceedings and Addresses of 52nd Annual Session. 1928. pp. 132-148.

U.S. Department of Labor.  
Children's Bureau.

"Employment of Mentally Deficient Boys and Girls". Publication No. 210, Washington, D.C.

Winifred, Amelia C.

"Follow-up Survey of Children in the Developmental Schools of Los Angeles". Los Angeles City Schools. Educational Research Bulletin. Vol. 6, No. 2, pp. 2-10. (November, 1926).

Woolley, Helen T. and  
Hart, Hornell.

"Feeble-minded Ex-School Children". Helen S. Trownstine Foundation, Cincinnati, Ohio, 1921.

## (Periodicals)

Anderson, V.V.

"Education of Mental Defectives in State and Private Institutions and in Special Classes in Public Schools in the United States". Mental Hygiene. Vol. 5:85-122, (January, 1921)

Beer, Ethel S.

"Special Training for Sub-normal Children". Journal of Abnormal Psychology. Vol. 32:382-91. (October, 1937)



## (Periodicals) cont.

- Brown, Sanger. "Training the High Grade Mental Defective for Community Life." Mental Hygiene. Vol.16:440-445. (July, 1932.)
- Durling, Dorothy, and Powell, Webster. "Improper School Placement as a Factor in Juvenile Delinquency". Journal of Applied Psychology, Vol. 16:519-24. (October, 1932).
- Fairbanks, Ruth E. "The Subnormal Child Seventeen Years After". Mental Hygiene, Vol.17:208. (April, 1933).
- Fernald, Walter E. "A State Program for the Care of the Mentally Defective." Mental Hygiene, Vol.3:566-74. (October, 1919).
- Maxfield, Francis N. "Salvage of the Feeble-minded". American Review, Vol. 2:308-17. (May-June, 1924).
- Neterer, Inez. "Follow-up Study of Special Class Pupils". Ungraded, Vol.5: no.5, no.6-7 (February, 1920; March-April, 1920). pp.116-18. pp.150-154.
- Shinberg, Myra E. and Reichenberg, Wally. "The Success and Failure of Subnormal Children in the Community". Mental Hygiene, Vol. 17:451-465. (July, 1933).
- Smith, Bird Arnold. "Education and Supervision of Mental Defectives". Journal of Criminal Law and Criminology, Vol. 28:210-219. (July-August, 1937).

Journal of the [illegible]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

## (Periodicals) cont.

- Wallace, George N. "The Type of Feebleminded Who Can Be Cared For in the Community". Ungraded, Vol.2:No.5, 1916.
- Wallin, J.E. Wallace. "An Investigation of the Sex-Relationship, Marriage Delinquency and Truancy of Children Assigned to Special Public School Classes", Journal Of Abnormal Psychology, Vol.17:19-34, 1922.
- Wallin, J.E. Wallace. "Philosophy of Education for the Mentally Handicapped Child", Mental Hygiene, Vol. 18:120-131, (July, 1934).
- Wallin, J.E. Wallace. "A Study of the Industrial Record of Children Assigned to Public School Classes for Mental Defectives, and Legislation in the Interest of Defectives". Journal of Abnormal Psychology, Vol.17:120-131. 1922.



APPENDIX

Record of Special Class Pupil

Post School Record Card.

1870

1871

1872

1873

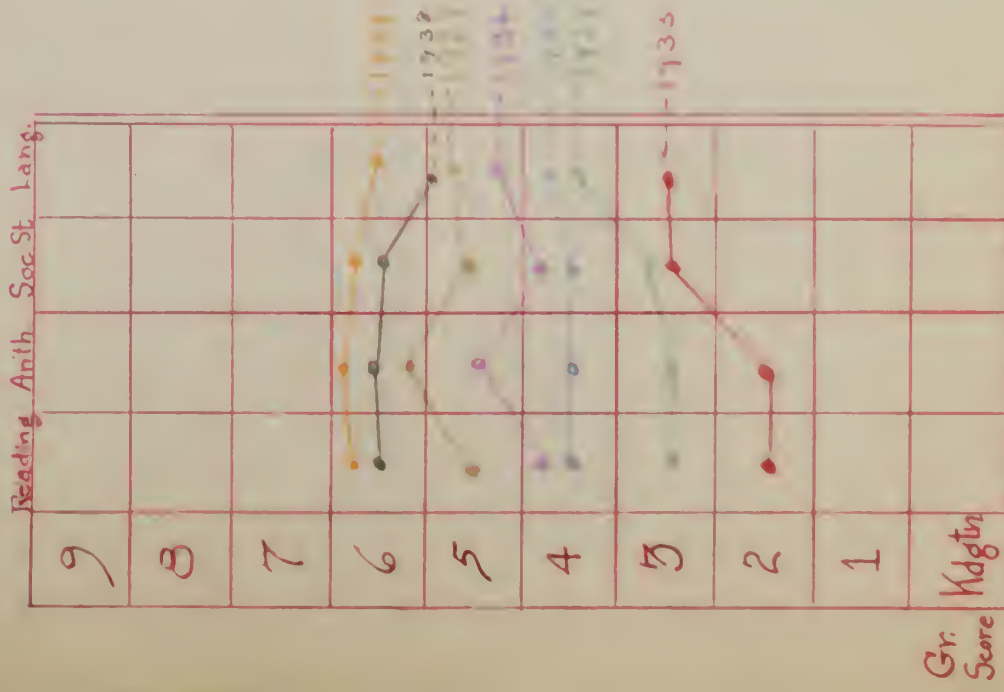
# Record of Special Class<sub>V</sub> Pupil<sub>M</sub>

Record of Special Class Pupil

Name James, Ralph	Mo. 7	Da. 1
Date of birth	23	

# Nationality English

Address 103 Quincey Road Parent Ralph



Academic      Standing  
Teacher's      Rating

19					
19					
19					
19 <sup>39</sup> <sub>Qinet</sub>	16-6	79	13-1	12-4	
19 <sup>38</sup>					
19 <sup>37</sup> <sub>Qinet</sub>	14-6	79	11-6	10-4	
19 <sup>36</sup>					
19 <sup>35</sup> <sub>Qinet</sub>	12-6	81	10-2	9.0	
19 <sup>34</sup>					
19 <sup>33</sup> <sub>Qinet</sub>	10-6	81	8-6	7.3	

C.A. I.Q. M.A. E.A.

6.8	6.0	6.2	6.8			
5.9	5.1	5.3	6.1			
5.3	5.0	4.9	5.6			
4.8	4.3	4.2	5.0			
4.5	3.4	3.9	4.9			
3.8	3.2		4.2			
3.2	3.0		3.8			

Reading Arith. Soc.St. Lang.  
Standard Test Scores

[illegible]

HT. (in.)      WT. (lb.)

## Record of Handwork

1933 - Coordination poor.
1934 - Marked improvement of handwork particularly in the use of tools in woodwork, carving.
1935 - Accomplished good results in making a portfolio and tabouret.
1936 learned to cane seat chair. Woodwork neatly done and well-finished.
1937 Handwork excellent.
1938 Work done neatly and well.
1939 Made desk from own pattern. Very satisfactory. Particular about details. Would make a good assistant to a craftsman of furniture or a cabinet maker.

## Further Remarks

Entered Special Class in 1933. In 3rd grade at time of transfer doing poor work. 1935 Older brother died leaving Ralph in position of the oldest child in the family.

## Record of Social Growth

Unkind to the weaker. Hates pencils and eraser. 1933
Cooperative well. No well liked by playmates. No evidence of sharing. 1934
But some trouble outside of school. Not so badly on the playground. 1935
Enjoys physical education. Assumes responsibility well. 1936
Fits in well in Special Class group. Works well 1937
Does hard work. Starts to get when he can see and measure his accomplishments. 1938
Growing rapidly. Has large teeth. Rugs all own clothing. Helps out at home. Working to work. 1939

1939 Left school to work in lumber yard. His help needed at home in the way of financial aid.

## Record of Physical Development

1933 Small, curly, and energetic.
1934 Started for glasses. Found unnecessary.
1935 Dental work done.
1937 Tonsillectomy
1939 Growing rapidly. Little change due to illness. Some rugged and heady.



Health Record

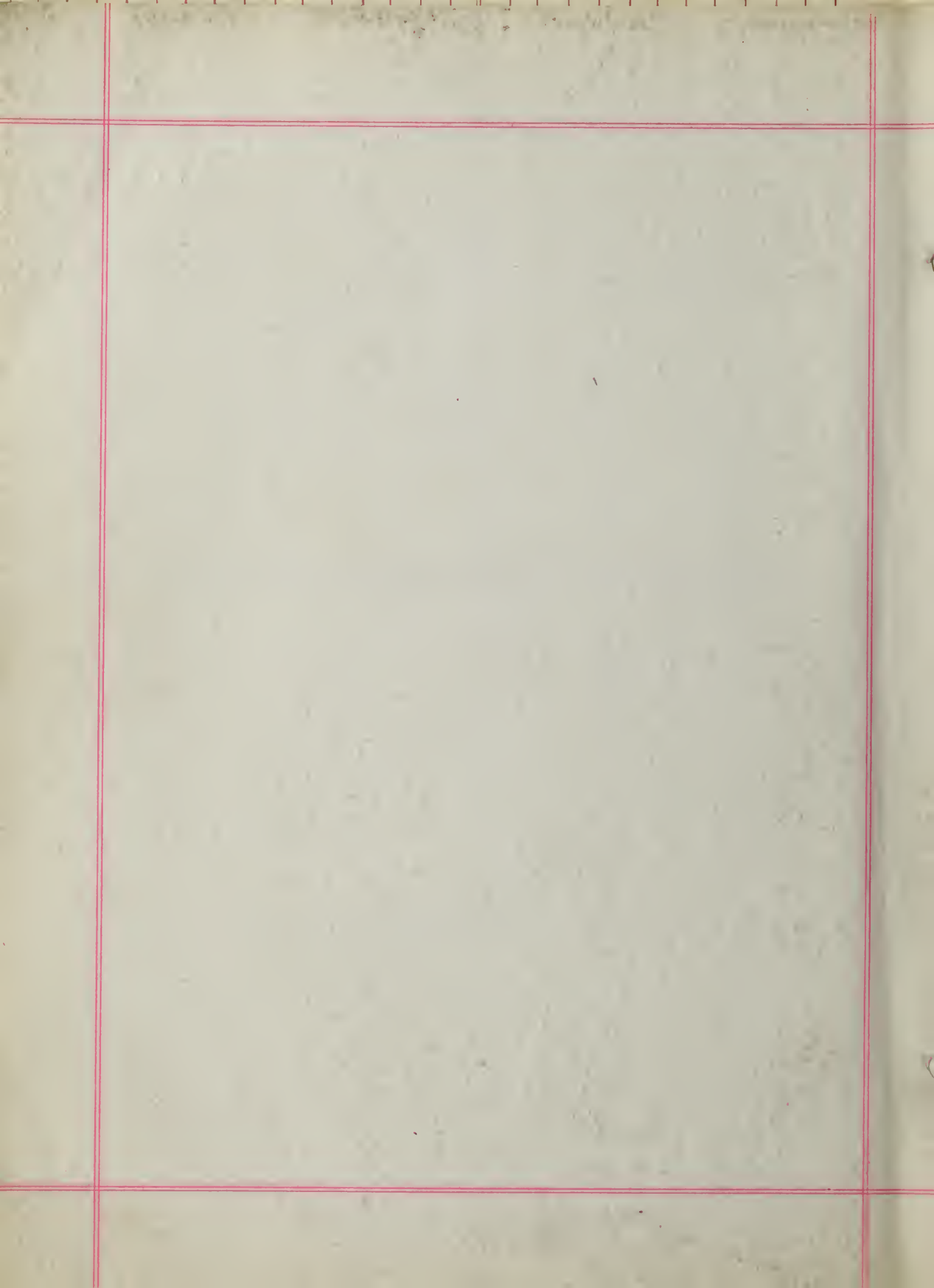
Criminal Record

Record from Social Agency

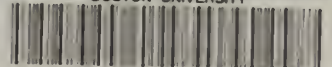
Comments

Visits to Guidance Bureau





BOSTON UNIVERSITY



1 1719 02479 7815

NO BG 250-P7

Printed on 100% recycled paper  
with 10% post consumer waste

